

THE JUNIOR COLLEGE JOURNAL

References to contents of previous issues will be
found in the *Education Index*

Contents for December 1938

	PAGE
EDITORIAL	107
<i>Curtis Bishop</i>	
CHICAGO FACES THE ISSUE ON TERMINAL COURSES	109
<i>Leland L. Medsker</i>	
MARS HILL COLLEGE GETS THE AIR	112
<i>Spencer B. King, Jr.</i>	
HOW SMALL CAN A JUNIOR COLLEGE BE?	118
<i>Lloyd A. Garrison</i>	
CULTURAL POSSIBILITIES IN JOURNALISM	122
<i>Wayne L. Hodges</i>	
JUNIOR COLLEGE GRADES AND STANDARDS	127
<i>Marcella Gosch</i>	
WHAT DO OUR JUNIOR COLLEGE GRADUATES DO?	132
<i>Paul M. West</i>	
INTERIOR DECORATION IN JUNIOR COLLEGES	135
<i>Walter Murray</i>	
THE JUNIOR COLLEGE WORLD	139
REPORTS AND DISCUSSION	149
Library Sub-Section—Missouri Association—Illinois Conference—Southern California—Instruction in English—Los Angeles' Name—Junior College Tax Free—Junior Music Sets—Modern Trends	
FROM THE SECRETARY'S DESK	158
JUDGING THE NEW BOOKS	159
BIBLIOGRAPHY ON JUNIOR COLLEGES	163

THE JUNIOR COLLEGE JOURNAL



Editor

WALTER CROSBY EELLS, 744 Jackson Place, Washington, D.C.

National Advisory Board

DOAK S. CAMPBELL
Peabody College

JESSE B. DAVIS
Boston University

AUBREY A. DOUGLASS
California State Department of Education

FREDERICK EBY
University of Texas

FREDERICK J. KELLY
United States Office of Education

WILLIAM W. KEMP
University of California

LEONARD V. KOOS
University of Chicago

FRANCIS P. OBRIEN
University of Kansas

JULIUS J. OPPENHEIMER
University of Louisville

FREDERICK J. WEERSING
University of Southern California

FREDERICK L. WHITNEY
Colorado State College of Education

GEORGE F. ZOOK
American Council on Education

Ex-Officio

(Members of Executive Committee of American Association of Junior Colleges)

CURTIS V. BISHOP
Averett College, Danville, Virginia

J. THOMAS DAVIS
John Tarleton Agricultural College,
Stephenville, Texas

J. J. DELANEY
Schreiner Institute, Kerrville, Texas

KATHERINE M. DENWORTH
Bradford Junior College, Bradford,
Massachusetts

W. W. HAGGARD
Joliet Junior College, Joliet, Illinois

NICHOLAS RICCIARDI
San Bernardino Valley Junior College,
San Bernardino, California

R. R. ROBINSON
University Junior College, Tonkawa,
Oklahoma

ROBERT J. TREVORROW
Centenary Junior College, Hackettstown,
New Jersey

H. B. WYMAN
Phoenix Junior College, Phoenix, Arizona

The Junior College Journal is published monthly, from October to May inclusive, by
The American Association of Junior Colleges, 744 Jackson Place,
Washington, D.C.

*Subscription: \$3.00 a year, 40 cents a copy, except May issue (Proceedings of annual meeting),
75 cents. Group subscriptions, to institutions which are members of The American
Association of Junior Colleges: \$1.50 a year*

All communications regarding editorial matters should be addressed to
WALTER C. EELLS, Editor, 744 Jackson Place, Washington, D.C.

All communications regarding subscriptions and advertising should be addressed to
The American Association of Junior Colleges, 744 Jackson Place, Washington, D.C.

Entered as second-class matter November 22, 1938, at the Post Office at Washington, D.C., under the Act of March 3, 1879.
Additional entry at Menasha, Wisconsin.

THE JUNIOR COLLEGE JOURNAL

OFFICIAL ORGAN OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 744 JACKSON PLACE,
WASHINGTON, D.C. MEMBER THE EDUCATIONAL PRESS ASSOCIATION OF AMERICA

Vol. IX

DECEMBER 1938

No. 3

Enlightening the General Public

[EDITORIAL]

THOSE of us who know the junior college would do well to consider plans for enlightening the general public as to what the junior college is. We who work in and for the almost six hundred junior colleges know that we are part of the most significant movement in higher education of this century; but the average American citizen, particularly in the more conservative sections of the country, knows very little about it.

Several factors have contributed to this absence of information. One of them is obviously the fact that we ourselves have been slow in arriving at a conclusion as to the proper nature and functions of the junior college. In our diligence to evolve an institution of which we could feel certain and in our consequent hesitancy to make pronouncements that might prove erroneous we have tended to confine our ideas too much to our own circle.

Lack of funds also naturally handicapped the movement while it was young and spending all its energy and resources in an effort to solve its own problems and clarify itself to itself.

Not the least reason why people have failed to understand the nature of the junior college is the fact that it is a violation of traditions. Until thirty years ago the term "college" meant four years of work in an institution above what we

chose to call high school or preparatory school. The average citizen does not yield his traditions easily.

To add to the confusion, we use the term "junior high school" to designate an institution ranking in academic level just below the high school. By analogy the average citizen readily concludes that the term "junior college" designates an institution that bears the same relationship to a college that the junior high school bears to the high school.

Still another barrier to the dissemination of adequate information to the general public in the early days of the junior college was the attitude of the majority of the four-year colleges and universities. With no malicious intent but simply because they were a part of the tradition, they naturally looked upon transfer work done in the junior college as being of inferior quality.

What can be done? Through our Association and our *Journal* we can keep ourselves informed; but what about the general public? Continuation of good, sound, and constructive work will continue to attract attention and to win additional prestige. We would do well, however, to give some serious thought to a concerted movement for the dissemination of accurate information.

Newspaper articles about the successes of individual junior colleges are helpful,

but most often they are regarded as publicity for the institution from which the story emanates.

First of all, we need to define ourselves in order that we may explain *why* it is to be expected that, especially in its terminal courses, a junior college located in a metropolitan area would differ radically from a junior college located in a rural community in the South.

Various media for the dissemination of carefully prepared information are available. California has demonstrated the value of regional associations. Regional associations of junior colleges in all sections of the country would do more than offer an opportunity for colleges with similar situations to discuss their common problems; they would call attention to our potentialities.

A series of articles setting forth the nature and functions of the junior college could find their way into good magazines.

Would we not do well to see that the *Junior College Journal* finds its way into the hands of selected school, college, and university officials not connected with junior colleges?

Whatever medium that is available should be utilized, not for cheap publicity but for the dissemination of accurate information about the junior college.

CURTIS BISHOP

STANFORD FLEXIBILITY

Stanford University has recently made an announcement of great significance to junior colleges throughout the country indicating a willingness to introduce still greater flexibility into the transfer of junior college graduates to the upper division of the University. The emphasis is to be increasingly on quality of work done in the junior col-

lege, rather than in the particular pattern of it. It is to be hoped that many other universities throughout the country will follow the progressive leadership of Stanford in this respect.

The announcement of the new Stanford policy is contained in the following letter recently sent by J. P. Mitchell, Registrar of Stanford University, to junior college administrators:

A change recently made in the admission requirements for those desiring to enter the upper division at Stanford University will probably be of distinct interest to you.

The action taken was to the effect that a student who has completed a two-year program in a recognized institution, and has done so with satisfactory quality, will not be held for the Stanford lower division requirements upon acceptance here. This, as you see, removes specific restrictions that were implied by our old relationships in which candidates for admission who had not fully met our lower division requirements or those of the California junior certificate were held for the balance of the Stanford lower division requirements.

The spirit of this move is to recognize the fact that in the junior colleges there are guidance facilities whereby the programs of students may be constructed on an intelligent forward-looking basis. Our hope will be that the students anticipating coming to Stanford will build substantial broad backgrounds for upper division and graduate work which will be comprehensive in nature and will include the prerequisites of the particular fields in which they expect to specialize. The emphasis continues to be on quality of work rather than specific details of pattern.

We shall welcome any questions regarding this new policy, and shall be glad to help any of your graduates who may wish to take advantage of the new arrangement.

Yours sincerely,
J. P. MITCHELL, Registrar

Chicago Faces the Issue on Terminal Courses

LELAND L. MEDSKER*

THE 1938 catalogues of the Chicago city junior colleges announce four new terminal and one additional pre-professional curricula. These new courses are being offered after a serious effort on the part of the school administration to intelligently face the issue on suitable education for those students who go directly from junior college into industry.

The issue itself is not peculiar to Chicago. In fact, probably no part of the public junior college curriculum has had more attention paid it in the last few years than that of "terminal" training. When junior colleges were few, small, and generally regarded as preparatory institutions for senior colleges, the problem was insignificant. But with the wide growth of junior colleges throughout the country with respect to both number and attendance, and with the observation that many who attend do not continue their education in higher institutions, the question of best training for such a group has become increasingly important. The result is that junior colleges throughout the country have given attention to curricula referred to as "terminal" or "semi-professional" which tend to train vocationally. This outline of what Chicago has done in facing the widespread problem is not presented because either the procedure or findings are held infallible but because it does represent an effort to plan terminal training in the light of local needs.

* Department of Occupational Research, Chicago Board of Education, 228 N. LaSalle St., Chicago, Illinois.

When the three Chicago colleges were opened in September, 1934, one of the stated objectives was: "To provide semi-professional training for those who expect to enter the commercial and industrial world." To meet this objective, two curricula were early established in the business departments of the institutions: (1) General business, with emphasis upon accounting, and (2) a secretarial curriculum. These courses have had moderate enrollments and have filled a need for students who desired specific training in those fields. Until recently, however, they constituted the only efforts toward terminal training.

Since the colleges opened, a number of factors have caused Chicago school officials to direct their attention to the need for and nature of other such courses. Most significant of these has been the observation that only a small per cent of the students enrolling in the colleges are eventually going on to higher institutions thus indicating the tendency to seek employment after junior college. An article by Superintendent William H. Johnson in the February, 1938, issue of the *Junior College Journal* reported that only 23 per cent of the students enrolled since the opening of the colleges has asked for transcripts to other institutions.

It is the belief of the superintendent and college deans that local needs should be the basis for the planning of additional courses. Therefore, in October 1937, the deans authorized a preliminary survey to determine the actual and potential places in industry for junior college students. The survey was carried

on by personal contact with representative major industries in the city. At least three facts were revealed.

1. There is need for closer co-ordination between the colleges and industry. Certain firms indicated no experience in employing students from colleges. Others had employed a few such students but personnel leaders frankly confessed they had not yet ascertained the exact status of such workers when first hired. Many of the larger firms have definite training programs set up for beginning workers from high school and from senior college but no program for the beginning employee falling between these groups. No doubt this condition is partly due to the newness of the junior college as an institution in the educational system, but it also seems indicative of the need for both the junior colleges and business to face the facts. As the personnel manager of a large Chicago bank stated: "With the increase in employment age and general trend toward more education, it behooves us to begin thinking about the part junior college graduates may come to play in this company within the next decade."
2. There is a place in industry for junior college graduates who have training preparing them for definite work. Many of the firms which had not employed such graduates expressed interest in the potential possibilities of persons able to do work requiring more than a high school education yet less than that of university training.
3. The survey made it evident that further and constant study is needed to ascertain accurately what training the colleges should give. Business firms gave assurance of their willingness to co-operate.

The need, as revealed by the above and other facts, for a continuous study

of best types of school training for beginning workers, led Superintendent Johnson to create, in January 1938, a Department of Occupational Research. Among other duties, the task of carrying on the survey already begun by the colleges was assigned to this department. One of the first steps taken by the members was to serve on a committee, appointed by the superintendent, to establish a fundamental philosophy regarding the allocation of different types of training between vocational school and junior college areas. Its final decision, as approved by the school administration, was that terminal courses in the junior college should be on a semi-professional level involving continued general education to supplement the specific training. Preparation for work involving only skills and not requiring advanced general education should be in the vocational school area.

Upon this basis, the department continued the earlier survey. As a result of its findings and recommendations, the following new courses are being offered this fall: Technicians in Engineering, Technicians in Chemistry, Merchandising, Banking and Finance, and Pre-Nursing.

The procedure used in ascertaining the need for these courses involved: (1) The establishment of definite responsibilities which it was felt industry should assume, and (2) the formulation of feasible methods of contacting industry.

With respect to the first, it was felt that industry should be able and willing to ascertain and make decisions on: (a) Whether or not there is a place in different industries for the person between high school and university levels; (b) If so, whether or not the junior college combination of general education plus certain terminal training, should enable the worker to advance more rapidly to such a place; (c) If so, to what extent

is industry willing to co-operate in the original planning of courses, evaluating results, assisting with field studies, lectures, and in employing the product?

In the work involved in the types of training recommended, most business concerns held the belief that there is a level where the junior college graduate tends to serve a need. In most cases, particularly in the fields of engineering and chemistry, the level will likely be in production work where a person with such training should be capable of holding supervising positions of lower than executive rank. In all cases, the industries were helpful in curriculum suggestions which were passed on to the colleges to be used in the detailed planning of the courses. Industry does not, of course, guarantee employment but the firms contacted did give assurance of their willingness to give consideration to graduates from terminal courses.

With respect to the second, two methods of making contacts were used: (a) Personal visits to selected representative firms, and (b) Group contacts through employer associations and organizations. The first method was used to secure individual employer viewpoints and to study the individual needs of representative firms in different industries. The second method made it possible to contact many more firms than was possible by individual visits, and to secure united approval and co-operation. In planning the Technicians in Engineering course, the Western Society of Engineers which embraces a membership of over 1,300 local engineers, co-operated to the fullest extent, and recommended that such a course be started. Its Education Committee met with the department in four conferences on the problem of curriculum. The Chicago section of the American Chemical Society assisted in the Technicians in Chemistry course. After contacting individually the leading retail

stores in the city, the matter of the Merchandising course was referred to the Cook County Retail Council, an organization of over 500 members. Two meetings were held with the group to discuss the desirability of the course and the curriculum for it. The Board of Regents of the American Institute of Banking, composed of personnel men from leading Chicago banks, assisted in the planning of the Banking and Finance course. While the Pre-Nursing course is not terminal, it too was planned with the assistance of local organizations including the Illinois State Nurses Association and the Central Council for Nursing Education.

As the courses are introduced, there are numerous details that need further working out. In this there are many individuals and organizations that must co-operate. The general supervision and administrative organization of the courses will lie with the college deans. Department heads and instructors who are experts in their fields should assume the responsibility of developing the general and specific course content in line with the suggestions of industry. The Department of Occupational Research exists as a research organization and stands ready to provide the colleges with industrial contacts for consultation purposes. Individual business firms and group associations should be willing to devote further time and attention to curriculum content. Only by proper co-ordination can courses be developed which will show the value of the junior colleges both to the public and to business.

The Department of Occupational Research is now investigating the need for other proposed terminal courses. As it makes its regular survey of beginning workers in Chicago, it will continue to consider development of logical junior college courses,

Mars Hill College Gets the Air

SPENCER B. KING, JR.*

MARS HILL COLLEGE, located in Western North Carolina, launched a series of programs last spring built around the history of the College, its aims, and the scope of its work as an educational institution in the southeastern mountain area.

The nearest radio station, WWNC, is in the city of Asheville, 18 miles away. The range of the station is great enough to reach a large part of the mountain region in which the College is located. Mr. Ezra McIntosh, program director, and the entire staff expressed a most friendly attitude toward the idea and a series of six programs was arranged for presentation.

The series, "Mars Hill College on the Air," was divided into four programs featuring the interview and two programs demonstrating the work of the departments of music and of speech. Of the four interviews the first two were related to the College in general. The first, an interview with President Robert Lee Moore,¹ dealt chiefly with the history of the college which he has served for forty-one years—exactly half the life of the institution; the second, an interview with Dean I. N. Carr and Assistant Dean R. M. Lee, showed the recent development of the college and presented plans for the future. The next two interviews attempted to reach a wider realm of interest dealing with the library and the

physical education department in the junior college.

Professor Vernon E. Wood, of the Department of Science, who had had experience in broadcasting, conducted the interviews. The faculty and students in the department of music co-operated fully and on each of the programs featuring the interview incidental music was provided, such as quartets, string ensemble, piano solos, violin solos, and a small symphony orchestra.

The fifth program in the series, given over entirely to the department of music, came on April 14, just three days before Easter, and, therefore, an Easter program was presented. The college chorus was under the direction of Miss Zula Coon, instructor in voice, with Miss Martha Biggers, head of the department, at the piano.

The last program presented in the spring series was an original play, "The Sign of the Zodiac," written by Miss Janie Britt, a former student in the department of speech at Mars Hill. The play was written in 1933 and presented that year at Chapel Hill, North Carolina, at the Play Festival, an annual contest sponsored by the University of North Carolina, where it received the Paul Green award as the best play submitted from all classifications in the state. Miss Bonnie Wengert, head of the Department of Speech adapted the play to radio and directed it.

An attractive announcement of the series was sent out to alumni, trustees, and friends of the College. Newspapers were very generous in giving publicity to the project.

* Instructor in History and chairman of Committee on Radio Publicity, Mars Hill College, Mars Hill, North Carolina.

¹ President Hoyt Blackwell succeeded Dr. Moore in the presidency of Mars Hill College, June 11, 1938.

FIRST INTERVIEW

Mars Hill's Place in the Educational System. Many forgotten incidents in the history of the College were brought to light in the interview with Dr. Moore. A condensation of the interview follows.

Question: Do you have in mind, Dr. Moore, the conditions that led to the establishment of a college at Mars Hill?

Answer: Why, some of them, but that goes far back, for the College was actually established in 1856. Schools were very scarce in Western North Carolina in those days. Edward Carter, the head of one of the few families living in the Mars Hill region, was the moving spirit in an effort to get a school for the children of the western territory. It took several years to collect the money and to erect the first building—a two-story building of brick with two large classrooms on the first floor and an auditorium on the second floor.

Q. These people must have had tremendous courage to attempt to start a school.

A. Yes, they had courage, faith, and willingness to sacrifice. When the contractors for the first building finished the building, the Board of Trustees owed \$1200. These men and others had done all they thought they could do toward raising money to finance the new school.

Q. Wasn't there something in connection with that, that attracted the attention of Bob Ripley, creator of "Believe It or Not"?

A. Yes, the president of the Board of Trustees, Reverend J. Woodson Anderson, had a valuable slave named Joe. Joe was taken to Asheville as security for the debt with the expectation that he would be sold. He was placed in the jail for safe keeping and in some way the trustees, when they met, raised the \$1200 and brought Joe back to the Mars Hill community where he lived until the

present century. This incident was the subject of one of Mr. Ripley's syndicated cartoons under the title, "A Human Being Taken in Payment for a College."

Q. Did the College ever pay Joe any fitting tribute for his sacrificing himself for the establishment of the College?

A. Yes, a few years ago a large granite marker was placed in a prominent position on the campus over Joe's remains.

Q. Did the College have any difficulty in securing a charter?

A. No, the opposition to private schools which had characterized the legislature twenty years before this time had disappeared. A charter was granted in 1859 which gave Mars Hill College the right to confer all usual college degrees. But none has ever been conferred.

Q. I have heard that there was a great deal of bitterness and hostility on the part of the students after the War between the States because some had worn the gray and others the blue.

A. Yes. Serious damage might have resulted but firm hands took charge and prevented any tragedies, in spite of the fact that former soldiers still carried their guns to class.

Q. Were there any special features that made a definite contribution to the student development?

A. Among the most important were the literary societies, which, by the way, are still functioning and producing admirable results. The ability to speak with ease and fluency has always been highly prized at Mars Hill College. The old Mars Hill Literary Society met regularly and gave the world some leaders, among them Judge Jeter C. Pritchard, former United States Senator from North Carolina.

Q. Were there any girl students?

A. Yes. From the very beginning Mars Hill has been coeducational. I should say about two-fifths of the students have been girls during the history of the school.

Q. What ideas and ideals did you bring when you came to Mars Hill, forty-one years ago?

A. In the foreground has ever been the desire for education that is Christ-centered, Christ-permeated, both in curriculum content and campus atmosphere. Plain living and hard work and thorough training are necessary steps in the preparation of men and women who will put first the Kingdom of God. Strict economy, as well as high literary standards, has characterized the College throughout its life.

Q. Dr. Moore, you are, in point of service, the oldest college president in North Carolina and have served Mars Hill through one-half of its history. Do you regret having devoted so much of your life to this enterprise for which you have received so little remuneration?

A. The compensations of a teacher are not valued in dollars and cents or other tangible rewards. When those of us who have been at Mars Hill through the years see thousands of the alumni filling places of usefulness and living richer, fuller lives partly because of the opportunities afforded them at Mars Hill we are amply repaid.

SECOND INTERVIEW

Mars Hill's Plan for Greater Service.
In this interview, in which the deans participated, the purpose was to acquaint the public with the present extent of the College's plant and work and to take a look into the future. The questions and answers below give a short summary of the information brought out:

Q. When was Mars Hill formally organized into a junior college?

A. In 1921.

Q. Give us some idea of the equipment Mars Hill had when it became a junior college.

A. In 1921 the campus comprised the

four acres of land on which are the auditorium, the old Treat Dormitory, Treat Annex, Montague Library, and the Infirmary.

Q. What is the present size of the campus?

A. There are really three campuses joined together now: the central campus of nine acres; a 75 acre tract acquired in 1924, making up the south campus; the athletic field of 10 acres; and the 6 acres acquired in 1937 which constitutes the north campus and on which is located our new dormitory for girls. In addition several cottages have been acquired. The College property totals 100 acres.

Q. What buildings have been added since the acquisition of the south campus?

A. On the south campus have been built two boys' dormitories, Brown and Melrose, and the home now occupied by Dean Carr. In 1933 the annex to the library doubled its capacity. In 1935 the W. R. Robinson Memorial Infirmary was built with a capacity of 32 beds. An attractive feature of our campus is our new outdoor theatre built under the supervision of Superintendent of Grounds, B. H. Tilson, by the students as a National Youth Administration project.

Q. How many members are there on the staff at Mars Hill College?

A. 45.

Q. What is the enrollment this year?

A. 704.

Q. Do most of the graduates of Mars Hill stop their education with the Mars Hill diploma?

A. No. More than 70 per cent go to other institutions eventually. I believe this is higher than the average for junior college graduates throughout the country.

Q. Who is head of the Enlargement and Endowment Program now being conducted by the College?

A. Professor Hoyt Blackwell is chairman of the Committee.

Q. What has been the chief project so far?

A. The Edna Corpening Moore Memorial Dormitory for women which is being built by the alumni, trustees, faculty, students, and friends of the College. For all of 41 years Mrs. Moore has labored by her husband's side, most of the time in the background, to build Mars Hill College. This dormitory is erected in honor of the unselfish service rendered by her during these years.

Q. Why do students go to Mars Hill rather than directly to senior colleges?

A. One of the reasons is that the entire facilities of Mars Hill are organized around the student of junior college level. Another is the matter of economy. Also, in the educational field today, the trend is away from early specialization. The universities and the world want a more thoroughly trained and well-rounded student, especially in the realm of general culture.

Q. Does Mars Hill contemplate entering the senior college field at any time in the future?

A. We are thoroughly in accord with the junior college idea and are definitely committed to that policy. When the college was first organized it was something of a pioneer in the field and its experiments were sometimes met by opposition from those not in sympathy with the movement. Recent trends in higher education, however, are increasingly favorable to the junior college.

THIRD INTERVIEW

New Emphasis on the Junior College Library. The third program on the series was an interview with the librarians, Miss Gladys Johnson and Miss Eleanor Church. Some of the questions and answers follow.

Q. How long has Mars Hill had a library?

A. There are records of a continuous library in the college since 1893. We have recently discovered a story which antedates the records: It seems that a number of large, leather-bound volumes were donated to the College before the War between the States. These were kept in the building which was used to quarter the soldiers during the War. Legend has it that the soldiers cut the leather from these volumes and amused themselves making purses and trinkets from it.

Q. How did Mars Hill acquire the present library building?

A. The original building was the gift of Col. H. Montague of Winston-Salem, as a memorial to his wife, Estella Nissen Montague. It is a fire-proof structure of stone and steel. The exterior is attractively covered with beautiful English ivy. It was dedicated in 1919.

Q. Do you receive many books as gifts?

A. Each year there are gifts from friends and patrons. Recently Dr. Charles E. Maddry of Richmond, Virginia, sent us a collection of about 50 volumes from his private library. Another gift which is very much appreciated is the collection of 100 books and magazines on Southern history and literature from the Asheville Chapter of the United Daughters of the Confederacy.

Q. You have had the good fortune, along with nine other junior colleges, to secure the maximum grant of \$6,000 from the Carnegie Corporation of New York. How are these funds being used?

A. Entirely for buying books. The first half of the Mars Hill College grant has made it possible to add 2,000 volumes to our book collection since last June. This brings our total to 13,000 volumes.

Q. How did the Carnegie Corporation become interested in making grants to junior college libraries?

A. Two factors must be considered in answering that question: First, a study by some of the leading universities of the country of their undergraduate transfer students showed that a surprisingly large percentage of these transfers came from junior colleges. The same survey showed that these transfer students were somewhat handicapped because they were not skilled in the use of books and libraries. Secondly, upon investigation it was revealed that leading educators all over the country were of the opinion that the recent development and remarkable growth of the junior college movement in the United States is a wholesome response to a real need in our national educational system. Therefore, seeing that the junior college is here to stay, the Carnegie Corporation undertook to strengthen the libraries of these institutions.

FOURTH INTERVIEW

The Physical Education Program in the Junior College. Coach Oren E. Roberts is head of the department of Physical Education. Also on the staff are Fred Dickerson, coach of basketball and track, V. E. Wood, coach of tennis and Miss Velma Shaw, in charge of girls' athletics and the college infirmary. Some of the information from this interview follows.

Q. Coach Roberts, how long have you been at Mars Hill College?

A. Sixteen years.

Q. In standpoint of service this is the longest time for any college coach to serve one college in this state, is it not?

A. Perhaps so.

Q. Tell us something of the growth of the athletic program.

A. Conditions were poor sixteen years ago but friends and alumni realized the necessity for better equipment for athletics and physical education. Through their efforts the McConnell gymnasium

was started in 1923, the year I came. This building has a main floor 102 feet long and 55 feet wide. It also contains a large balcony and a swimming pool 20 x 60 feet.

Q. Coach Dickerson, you came to Mars Hill just two years ago. Will you contrast the present athletic facilities with that Coach Robert has just told us?

A. The College has recently completed one of the finest athletic fields in the region. This new plant contains a football field, baseball field, practice field, and a 440-yard running track within which are all of the necessary jumping pits, etc. The practice field will be used for football practice in the fall and intramural baseball and softball in the spring. The old field will be turned over to the men and women to use for intramural athletics.

Q. Mr. Wood, will you tell us what results you have had in tennis?

A. The tennis courts have grown from one in 1921 to eleven at the present time. We have interested most of our men and many of our girls in playing tennis. In the past seven years our men's varsity has won 74 per cent of its matches against junior and senior colleges and a few preparatory schools.

Q. Miss Shaw, how many students do you have enrolled in your health education classes?

A. Health education is required of all our students.

Q. What physical education program is provided for the girls?

A. We have swimming, tennis, hiking, and gym work which includes plays, games, etc.

Q. Coach Roberts, do you really feel that the junior college should emphasize a physical education program?

A. Absolutely! At Mars Hill we believe that physical training should go hand in hand with spiritual and mental training. The athletic field is a labora-

tory where the student is taught clean living, quick thinking, and good sportsmanship; where he learns to take defeat as well as victory. We think that the athletic monogram has its place beside the Phi Beta Kappa key.

Q. Is the college supporting you in that policy?

A. The administration has co-operated fully in that idea. Many friends of the college are realizing the importance of a physical education program in which every student can take part.

Q. To what athletic association does Mars Hill belong?

A. Mars Hill is a member of the Southeastern Athletic Association of Junior Colleges. This organization is composed of colleges in six southern states. To be a member of this athletic conference a college must be accredited by the Southern Association of Colleges and Secondary Schools.

* * *

It is the opinion of the committee in charge of the radio publicity that the series has strengthened the good will of Mars Hill College and also the position of the junior college movement in the southeastern region.

RESEARCH PROJECTS

The Works Progress Administration has published a list of 2635 research projects which it has sponsored in a wide variety of fields. They include 395 in education of which 5 are junior college studies. Most of the reports on these studies are not published but microfilm copies of them can be secured at approximately one cent per page from the American Documentation Institute, Washington, D.C.

The junior college studies are reported as follows:

2260. Slightly more than a fourth of the persons entering Santa Ana (California) Junior College from 1925 to 1934 where graduated in normal time, and an additional 9 per cent finished later.—School District, Santa Ana, California. ERA 31-F2-150.

2264. Questionnaires were sent to former students to ascertain vocational and further educational progress.—University of Idaho, Southern Branch, Pocatello. ERA S-F2-56.

2339. An investigation of trends in public junior college programs in California.—University of California, Berkeley. WPA 165-3-6334.

2394. A Program of Speech Education for the Elementary and Secondary Schools and Junior Colleges of Oklahoma. Oklahoma Works Progress Administration, Oklahoma City, November 1936, 190 p. WPA 65-65-692. (Sylvia D. Mariner, T. M. Beaird).—The report on this project consists of two sections, the first of which is an exhaustive analysis of the history and present status of speech education in the elementary and high schools, and in junior colleges in Oklahoma. In addition to a considerable amount of historical research, replies to questionnaires, sent to all superintendents of education and all public schools in the State and to junior colleges throughout the United States, were received from over 70 per cent of the correspondents. These replies contained detailed information concerning the type of speech courses taught and their contents. The second section of the report presents detailed syllabi for all types of speech sources for use in all schools from the first grade through junior college, and covers such fields as oral reading, discussion, argumentation, debate and dramatics. There is an outline of suggested qualifications for teachers of speech and extensive bibliographies.

2497. Follow-up study of junior college graduates and correlation of scholastic records with success after graduation.—University of Chicago, Chicago, Illinois, and Morton Junior College, Cicero, Illinois. ERA 1-F2-470.

How Small Can a Junior College Be?

LLOYD A. GARRISON*

THE Forgotten Man has been the subject of much investigation and publicity in recent years. Even Big Business has its share of governmental encouragement and discouragement. Recently, not to be outdone, Little Business has had its say and its governmental inning. In the college world the stage was first held by the senior college. The spotlight has recently shifted to the junior college movement which has featured news and investigations of large junior colleges. The small public junior college has remained unstudied, unsung, and unheard. It is the forgotten part of the college world.

This state of affairs seems rather strange for, as Eells¹ points out, 127 of the 242 public junior colleges listed in 1938 enrolled less than 200 students. The junior college is still a small institution.

Another rather striking fact is that if the criteria advocated by Dvorak and Merrick,² which seem to represent the opinion of many authorities, were applied to the public junior colleges now in operation more than half of them would be ruled out of the field, either because of lack of students or inadequate financial support. The small school is looked upon with strong disfavor. These authors state that "it is axiomatic that if the num-

ber of students is small, classes will necessarily be small, *probably unstimulating*, and the curriculum severely restricted." Speaking of the large number of colleges enrolling less than 25 students they continue, "Such disfavor can be but slightly lessened by the fact that 52 per cent of the private, 50 per cent of the religious, and 27 per cent of the public junior colleges list enrollments of less than 100 students."

The financial support necessary for junior college operation has also been stressed. Recent state legislation has placed emphasis upon this phase. For example the law passed by the Colorado legislature of 1937 requires an assessed valuation of \$20,000,000 before a junior college district can be formed. No figures are available concerning the expenditures of the public junior colleges of the United States but undoubtedly many institutions now in operation would be forced out of the picture if the Colorado law were made mandatory throughout the country.

All credit should be given to the larger institutions which have gone far in establishing the junior college as a necessary and integral part of the American educational plan, but, being Americans, we may have been carried away by their size and their influence. We may have failed to recognize the fact that the public junior college is typically a small institution and that much of the credit for the growth and esteem of the junior college movement may be due to these small colleges. Everyone is aware that size and financial resources are not the only measures of a college's success.

* Last year, Dean, Scottsbluff Junior College, Scottsbluff, Nebraska; now Assistant in Graduate School of Education, Yale University, New Haven, Connecticut.

¹ Walter C. Eells, "Junior College Growth," *Junior College Journal*, 8:264 (February 1938).

² August Dvorak and N. L. Merrick, "How Large Should a Junior College Be?" *Junior College Journal*, 3:194-98 (January 1933).

Perhaps it is the "defense mechanism" at work in the writer which has prompted the writing of this article, but nevertheless there is a desire to describe how a small school which, until this year, has enrolled less than 100 students has met, or attempted to meet, the needs of the students and the community and yet cannot be counted as an educational luxury because of its cost.

The Scottsbluff Junior College is located in the city of the same name in the extreme western "panhandle" of Nebraska. The city has a population of almost 10,000 and is the metropolis of a large irrigated and dry-land agricultural area. The surprising growth of the school population in this young city has kept all school buildings filled to capacity and caused an extremely high tax rate for school support and construction. The public schools have the highest school tax rate in the state, yet operate on one of the lowest per pupil costs reported.

The area is isolated from the rest of the state colleges and the University of Nebraska at Lincoln is over 450 miles away. Without legal sanction a one-year junior college was organized in 1926. This college group struggled along with indifferent success. It had a small enrollment and was considered more as a high school post-graduate affair giving university extension courses than as a junior college. In 1931, the state legislature legalized junior colleges and made provision for their organization, accreditation, and support. The tax limit set was two mills and the provision made that no state support should be given. In a special election, the voters of Scottsbluff, by a majority of four to one, authorized the re-establishment of the junior college as a part of the local school system, and it became a legalized, two-year college in 1932.

The start was inauspicious, and friends of the college feared that the legal re-

quirement of 40 students would not be reached at the end of the second year. Each year the number of students has increased until last year the average enrollment for both semesters was 113.

The housing has been adequate but not ideal. Rooms for college use have been set aside on the third floor of the high school building which is a large modern structure now housing three units, junior college, senior high school, and junior high school. Classrooms and laboratories are well arranged and well equipped.

It required several years to outgrow some of the previous ideas and traditions about the College and to establish the fact that it was a college and that work of collegiate grade must be done. The maintenance of high scholarship standards, especially by those who intend to transfer later to some other college, has resulted in a rather high general level of achievement. This fact is attested by the results of Co-operative Tests and by the grades made by transfer students.

A study of the student records showed that over 50 per cent of those who enrolled failed to attend any other college and that more than 60 per cent failed to return for second-year work. These facts led to the development of general or survey courses, and vocational or terminal courses.

Each year new courses have been developed to meet student needs. Classes are now taught which meet most college and university requirements in liberal arts, engineering, law, medicine, nursing, education, business administration, journalism, agriculture and fine arts. Terminal courses in business are in operation, and several others are in preparation. Emphasis has been placed upon the generalized or survey type courses, since they meet a greater variety of needs and seem to be increasing in favor with other institutions.

The problem of securing qualified instructors for such a wide variety of instruction and such a small faculty has been a real one. The full-time faculty members have been carefully selected considering both preparation and ability. All the regular staff have been experienced teachers with the Master's degree as a minimum of academic preparation. In employing teachers it has been thought better to "get a young teacher on the way up, rather than an older teacher on the way down." Teachers of special subjects have been hired for service in both the high school and the College. In most cases this procedure has been very satisfactory and it has enabled the College to employ a specialist and the high school has been able to employ a teacher whom they could not afford alone.

One of the most helpful arrangements to secure specially trained persons has been to make use of people actively engaged in work in the community. An outstanding young lawyer has taught business law, a practicing accountant has taught accounting, a reporter has taught journalism, an artist teaches art and an engineer teaches engineering. All are college graduates, successful in their work. These people have brought a practical point of view to the student which is extremely valuable and they have helped to bind the institution to the community.

The extracurricular and social life of the school has been carried forward rather successfully. Each student carrying ten or more hours of college work is required to pay \$2.50 each semester as an activity fee. Money from fees is budgeted by a student council to the support of the various student projects. Revenue from athletic games, plays, etc., is added to the general activity fund and used where desired by the council.

Athletics have failed to be highly successful either as sources of revenue or as winners of games. Several years ago football was attempted but was dropped because of lack of team material and the excessive costs involved in travel. Basketball has survived and shows considerable promise of being firmly grounded. A schedule of eleven games was played last year.

Music has been one of the chief attractions to students, probably because the local, as well as the nearby high schools, have maintained extensive music programs. Each year a mixed chorus and several smaller groups have sung for various community organizations and have taken an active part in the assemblies presented in the high schools of the area. This year the orchestra has evolved into a concertized "swing" organization.

Each year an active group of dramatists has presented a series of one-act plays and one full-length play. Considering the size of the student group, some exceptionally fine things have been done. In the last three years, Vane's "Outward Bound," Barry's "You and I," and Cassella's "Death Takes a Holiday" have been performed. Added impetus has been given to this student group through becoming a chapter of Delta Psi Omega.

The journalists are given their outlet through the literary magazine *Wood Smoke*. This magazine evolved last year after general dissatisfaction with the small monthly newspaper was expressed. The magazine has received considerable recognition locally and through its exchanges. Published once each semester, it has furnished an outlet and an impetus for work done in the English classes.

Two distinctly social organizations exist. The Tuckabachee Club for the girls and the Tecumseh Club for the boys. These groups are open to all students and hold bi-monthly meetings. A special

attempt is made through these clubs to make up for some forms of social life lost by the student who does not go away from home to college.

From the student activity funds four all-school social functions are financed each year. The high spots seem to be the Christmas ball and the spring dinner-dance. As the college is located quite near ideal picnic spots a number of picnics are on the calendar each year. An unusually high per cent of the student group participates in the social affairs of the school.

The statement has been made that it is felt that the College is not a community luxury. Surveys made each year show that the average student spends \$95 per year for his junior college education if he lives at home. Of this amount \$70 is paid for tuition and the remainder for fees, books, and supplies. The present levy for the college is 1.8 mills on a valuation of \$7,103,350 for the school district. The budget for 1937-38 allows an expenditure of \$16,540 or according to present enrollments about \$175 per student. If the trend of the last three years is followed the total expenditures will probably be some \$3,000 less or about \$150 per student.

Though economies have been necessary as they have in all other schools, good and adequate equipment has been secured as needed. The science laboratories would compare favorably with those of any institution in which the elementary college sciences are taught. The library has been materially increased each year and now includes over 1,400 volumes all purchased and carefully selected since 1932.

Instructional salaries have not been high but they are on a par with the salaries paid by other colleges and universities in the state. Nebraska has suffered several very bad crop failures as

well as a depression in recent years so salaries throughout the state are generally rather low.

Just as "the proof of the pudding, lies in the eating," the effectiveness of a college lies in the lives of its products. Six years is a very short time upon which to base such an evaluation. It can only be said that with one exception, every transfer has achieved at least average college success. A high proportion have achieved sufficient success to be awarded membership in various honor groups on other campuses. A large number have gone into teaching after their junior college graduation. As teachers they have all found positions and advancement and give every evidence of becoming good teachers. Many former students have gone to work in various lines of business, and to date no indications have been found that their college preparation was poor.

Each year the junior college has increased the esteem in which it is held in the community until it is now regarded as a necessary and invaluable part of the school system. Many parents take it as much for granted that their children should attend college here as that they should attend the local high school. Disbanding the junior college would be a major problem in school administration.

In the light of our own experience it would seem that a small junior college *can* meet a wide variety of student needs, offer good instruction and adequate facilities, give students varied and valuable social and extracurricular experiences, and at the same time be so moderate in its cost that it cannot be classed as an educational luxury.

The question has often been asked "How large should a junior college be?" May it not be well to endeavor to determine "How small can a junior college be?"

Cultural Possibilities in Journalism

WAYNE L. HODGES*

IS JOURNALISM worthy of inclusion in junior college curricula? As a journalism teacher, this question is of considerable interest to me. From my association with the newspaper field, I know that it has become increasingly difficult for non-college graduates to find journalistic employment. Editorial positions are scarce and applicants are numerous. A fair-sized city, such as San Francisco for instance, employs fewer than 200 newsmen on its four major newspapers. Smaller towns, with eight and twelve-page dailies, employ perhaps four reporters each. There are, of course, other journalistic positions than reporting, yet the fact remains that the nation's production rate for journalists is far greater than its absorption rate.

Most reporters of my acquaintance are either older men without much, if any, post-high school education or younger men with bachelor's degrees. Several decades ago, newspaper editors—themselves graduates of the school of hard-knocks—held college-graduate reporters in some contempt. Now, when most editors are college men, an Associate in Arts is considered insufficient education.

I do not mean to imply that junior college journalism courses have no vocational value; but I do object to schools of any sort making sanguine promises to any and all students—students perhaps temporarily enchanted by Hollywood versions of newspaper life.

Courses in journalism can, on the other hand, be made invaluable to stu-

dents who do not intend to become professionals, provided the instructor keeps in mind the possibilities for correlation with other courses. I believe, too, that the cultural and vocational functions of junior college journalism can both be fulfilled at the same time.

Students with journalistic abilities who, for some reason, are not able to go on to a university would find more satisfactory background training in terminal courses of the sort described by the Carnegie Foundation Report of 1932 as a "curriculum for social intelligence," designed to provide "a unitary conception of our developing civilization." No intellectual equipment could better serve a newspaperman than a combination of social intelligence and a feeling for "the new" in our civilization. Whether or not these terminal students became journalists, they would, at least, receive valuable cultural education.

There are, I believe, two sides to newspaperdom. On one side we find "journalists" and on the other "newspaper men." On one side stress is upon "social importance," and on the other stress is upon "news interest." The literary ideal of one side is "style," and the ideal of the other is "vividness." The motive of one is "social duty," and the motive of the other is "increased circulation."

If the "newspaper men" of the past decades are slowly giving way to "journalists," as I believe they are, the change is due to increased employment of college-trained men. I do not believe, however, that a college teacher of journalism should over-idealize his subject; for the reporter who has had no training in

* Instructor in Journalism, Pasadena Junior College, Pasadena, California.

discerning news interests, or who refuses to gratify even slightly the public's sadistic curiosity, or who insists upon writing like Ruskin, cannot hold a job for long, even if his city editor is a Columbia graduate.

It is rather the duty of the instructor to point out to the student these two sides of the profession, and to permit the student to compromise according to his own ideals. Reaching this compromise is tantamount to forming a *conscious* philosophy of life that can be applied to any business.

Acquiring ability to distinguish between these two phases of newspaperdom is likewise a cultural advancement. Distinction between *The New York Times* and *The Denver Post* or between *The Kansas City Star* and *The Oakland Post-Inquirer* is rather obvious, perhaps; but the student should be given opportunity to make up his mind with which sort of newspaper personality he prefers to associate.

For students who take journalism for its cultural value alone as well as for those who intend to become journalists there is value in learning to write simple news style, in learning what sort of news interests the majority of mankind (as contrasted with what is socially important), and in learning the commercial possibilities of publicity.

It seems to me that a course in news getting and news writing itself need not be confined to learning "the tricks of the trade." News, after all, deals with all phases of man's physical, emotional, and intellectual life, and is written according to the requirements of English composition. It would be difficult, in fact, to teach journalism without consideration of its cultural possibilities. For this reason, the smaller junior college is justified in including one or two one-year courses in journalism. Its graduates would not, of course, be able to com-

pete for positions with the graduates of university schools of journalism; but they would be trained to discriminate between good and bad journalism; to write correct, understandable English; and to recognize significant connections between current events and the social sciences as studied in this and other courses.

TECHNIQUE AND CULTURE

The junior college journalism teacher is faced with the necessity of publishing a student newspaper. He must, therefore, due to a comparatively small number of student reporters, teach the students as quickly as possible to get and to write news. This forces an initial concentration upon technique which cannot, under existing conditions, be remedied. There are, however, advantages in plunging the newcomers directly into reporting activities.

In the field, the "cub" learns by doing. When the student city editor sends him back to ask questions forgotten in a first interview, or when the student news editor returns a story for rewriting, the beginner will feel the necessity for rapid learning. This, one might say, is education by social pressure, a method more efficacious than professorial lecturing.

The so-called A B C of news writing—accuracy, brevity and clarity—plus stress upon exact, vivid wording and completeness of information, forms as good a basis as any for English composition.

Copyreading and proofreading make the student alert to catch errors in rhetoric, grammar, spelling, and punctuation. Every newspaper has its own "style sheet"; and I have seen students, who have disdained all their lives to open *The Century Handbook*, read and carefully re-read the style sheet of their student paper. Writing of "heads" (another task of the copyreader) gives the student a grasp of essentials and a speed

in "seeing the point" of news stories.

The aesthetic principles of balance and variety can be learned and, what is more important, exercised by students "making up" a newspaper page or arranging a picture "layout" or composing a display advertisement.

It is necessary, even for an editorial worker, to know something of machinery; and the basic principles of mechanics as they operate in a linotype machine or a printing press can be taught.

A rudimentary knowledge of type faces and printing technique will, as Professor Bakeless points out, "prepare the student who becomes merely a reader and not a producer of books . . . to appreciate good printing and to encourage the typographical improvement which the American publishing industry so badly needs."

Interviewing is drill in speech and drill in sales psychology. The student soon discovers that the question "You haven't any news today, have you?" brings an inevitable, "No."

He learns business organization and business principles as exemplified in the newspaper. He learns the necessity for departmentalization as well as the necessity for departmental co-operation; that the circulation department is dependent upon news writers; the advertising department dependent upon circulation; the editorial department dependent, in turn, upon advertising; and all dependent upon the mechanical departments.

WHY HISTORY OF JOURNALISM?

The history of journalism closely parallels historic "movements," since newspapers are usually followers rather than leaders of public opinion. Their task has been to heighten public sentiment rather than to originate it. The American colonial press reflected the revolutionary spirit; verbal warfare between Fenno's *Gazette* and Freneau's

Gazette reflected the nation's division into Hamilton and Jefferson supporters; the anti-slavery papers of the north in the 40's and 50's reflected an increasing opposition to human bondage; and even the *vox populi* journalism (*alias* yellow journalism) that started in the gay 90's, backed with the slogan "it pays to advertise," was undoubtedly also a reflection of a new national spirit.

CULTURAL AND ETHICAL EVALUATIONS

Judging the importance of facts as news is training in discrimination between the essential and non-essential—a training that I believe is transferrable to other activities. Judging between good journalism and bad journalism is likewise a transferrable training in evaluation.

Elizabeth Carney of the Colorado State College of Education has advocated a course in learning to read newspapers and magazines. On investigation, she has found that the average person spends one and one-half hours per day in reading, that 68 minutes of this time is given to reading magazines and newspapers, and that most of this journalistic reading is in the cheaper publications, especially *The Saturday Evening Post*, *Liberty*, *Colliers*, and *True Story*.

Miss Carney suggests that the schools make a survey of their respective campuses and communities to discover what sort of periodical literature is being read—and then campaign for an improvement in student and community literary tastes. Such improvement could not be better accomplished than in the journalism curriculum.

The National Council of Teachers of English in June 1935 received a report from its Committee on Investigation of the Use of the Magazine in the English Classroom, which advocated the use of magazines "to widen the horizon of the English classroom, admitting modern

materials—not only literary, but scientific, historical, economic, political and social—in order to make accessible contemporary material suitable and desirable for an interpretation of the older writers.”

Certain “tie-ups” between journalism and literature have been used. Authors who have been journalists, as Defoe and Dickens, can be studied to determine the journalistic elements in their more literary writings. Students can, for example, pick out the incidents in a Dickens novel which contain news value, or discover the journalistic touches that enabled *Robinson Crusoe* for so long to pass as truth.

Some instructors are fond of having students write up Macbeth’s regicide or Caesar’s assassination as news stories. Others assign the students to “cover” a speech by Burke or Lincoln. Still others, in teaching the writing of “ad copy,” suggest that the students capitalize on literary figures, using for instance, the rough voyages of Odysseus or the Ancient Mariner to contrast the comforts of a modern luxury liner. All this, of course, is primarily to promote interest in works of literature and familiarity with them.

Magazine stories employing the surprise ending can be used to contrast the newspaper practice of giving away the point in the “lead.” Book reviewing, too, is a legitimate correlation between journalism and literature that can assist the student to develop aesthetic standards. Reviewing of musical concerts and art exhibits can, in the same way, help the student to formulate his tastes.

Class discussion of ethical questions as related to journalism may, as suggested above, assist the student to formulate a conscious philosophy of life. I have found such questions as these to be of intense interest to students: Which should a newspaper man regard as most important—the feelings of the people he

writes about or the desire of his readers to have all the news? Is government censorship of news during war time a legitimate violation of America’s principle of freedom of the press? Do “streamers” in railroad gothic type signify yellow journalism? Is there such a thing as legitimate propaganda? If the purpose of a newspaper is to convey information, should not the editorial page be abandoned? Is a publisher justified in “killing” a story that is distasteful to his largest advertiser?

If a student answers even tentatively all or even one of these questions to his entire satisfaction, after careful consideration of both sides, he has made a distinct advance in life. In leading such discussions, however, the instructor must keep in mind that individual circumstances alter cases in regard to all such ethical considerations. Dogmatic idealism tends to lose student confidence.

CHARACTER DEVELOPMENT

The informality and group activity of news classes permits much informal guidance work and opportunity for student character development. The influence of the students one upon the other can (if the class is well motivated) be made an even more significant factor than the instructor’s words or deeds. Students working in a group on a common enterprise—that of publishing a newspaper—often create among themselves a spirit of co-operation mixed with competition found nowhere else in the school except on the athletic field. Just as education can be administered by this social pressure, so can character be molded by the individual’s desire for staff and school recognition and his fear of disapproval from these sources. Editorial executive positions can do much to steady the bright but disturbing school rebel. I have witnessed several such

reforms at Pasadena Junior College.

Students, by a little diplomacy on the part of the instructor, can be led to formulate a code of journalistic ethics (honesty, fairness, impartiality, public service, etc.) to which all on the paper's staff will religiously adhere. Too, there are the newspaper ideals of accuracy and speed, which frequently are missing in the makeup of adolescents, but which are obtainable, at least in part, through activity on the school paper.

Timid students, under the hand of a sympathetic teacher, can be thoroughly socialized by practice in interviewing and by association with a group in an informal activity. It is sometimes advisable to "plant" several interviews for the more painfully shy; that is, a teacher can be warned beforehand that this bashful student will be sent to her to ask for news; and it is up to the teacher to convince the student by precept that talking to strangers is rather more pleasant business than otherwise. Obnoxiously forward students, on the other hand, sometimes can be made more agreeable by group pressure.

Too great emphasis upon professional techniques, however, leads to subordination of ethical considerations. It should, in other words, be made clear that a man feeding a dog is, after all, a more important occurrence than a man biting a dog.

COMMUNITY SERVICE

The preceding discussion of functional possibilities of journalism would not be complete without some comment on the value of a student paper for the school as a whole and for the community.

School spirit can be intensified and unified by means of a student paper, but, more important, it can set the moral tone of the entire campus. It is necessary

that high standards of journalism be taught, not only for the benefit of journalism students but also for the good of the student body as a whole.

Worthy projects can be given publicity, and their chances for success increased. A "letter box" column (for signed letters only) affords a safety valve for student feelings. New students can be supplied with necessary information concerning registration, filing of programs, and orientation activities.

Whenever possible, the student paper should interest itself in worthy projects of the community, not only because this off-the-campus activity is valuable to the journalism students but because one of the functions of the junior college is to aid its community.

JOURNALISM FOR SOCIAL INTELLIGENCE

It can be seen, I think, that journalism courses, with their numerous possibilities for interrelation with cultural subjects and character development, afford an excellent opportunity to perform that function of junior colleges mentioned by the Carnegie Foundation Report of 1932 as most important: the provision of social intelligence and a unitary conception of our developing civilization. Journalism, too, is a subject with sufficient glamor to attract both younger terminal students and adults—the class of students for which the Foundation believes "education in social intelligence" is most valuable.

It is only fair, however, to warn such students that one or two courses in journalism cannot assure them journalistic employment upon graduation, and that vocational instruction is not the primary function of the courses. They, too, should recognize the value in social background and such background is, incidentally, the most valuable professional training the journalist can receive.

Junior College Grades and Standards

MARCELLA GOSCH*

THE junior college, like other educational institutions in the United States and abroad, is becoming more and more conscious of grades and standards of scholarship. The two belong together, especially in the junior college, because a new institution that takes students from high schools and sends them on to universities cannot set its own standards of marking and scholarship. If the junior college is too selective, it cannot exist under present day laws and conditions in many states. If it is too lenient, it cannot hope to satisfy those students who continue in first-class universities.

The very youth of the junior college is an asset in the reform movement, for youth is more easily cured of ills than old age. If the junior college is an experimental institution, the testing of new curricula and new procedures should have a place in it. A number of junior colleges frankly admit that they cannot rank high in standard achievement tests because their aim is not so much scholastic achievement as general development of the student. If such statements are not merely alibis for low standards, the institutions have the right to make them. Junior colleges generally take into consideration the quality of students they have to deal with and so try to fit their curricula to the needs of the community.

The question that naturally arises is one concerning the transfer to four-year colleges or professional schools. Whether the difficulty is greater in going to a senior college from a junior college than it is in transferring from one senior col-

lege to another is highly questionable. It is true that the American Council on Education tests show lower norms for junior colleges and normal schools than for liberal arts colleges and professional schools, but that may be due rather to the quality of students drawn to the various institutions than to the quality of work attempted. A comparison of norms for the Co-operative English Test reveals that the national end-of-freshman-year norms for junior colleges and normal schools are considerably lower than those for all entering freshmen at the University of Minnesota. Studies made at Duluth and Rochester Junior Colleges reveal that although students made better grades in colleges to which they transferred than they had made at the junior colleges, they made lower average grades at the University of Minnesota. Statements from California, Washington, Colorado, Missouri, and Michigan junior colleges seem to reveal that the opposite is true.

The answers to a letter sent to fifty-seven junior colleges, large and small, urban and rural, public and private, accredited and non-accredited, in all parts of the United States prove that junior college administrators are conscious of the interest in grades and standards but not quite radical enough to suggest drastic changes. Some sent along catalogues, guidance bulletins, and handbooks to show their views. One enclosed the California transcript sheet, published by the Department of Education and listing the instructions for the interpretation of marks, honor points, and requirements for a degree. As this form is used by all

* Dean of Women, Worthington Junior College, Worthington, Minnesota.

junior colleges in California, there is an attempt at uniformity. One college enclosed a sheet interpreting the marks for the benefit of parents. Several enclosed results of standard tests or their grade distributions for certain periods.

All but one use the *A, B, C, D, E, F* system of marking. The one exception makes the following statement:¹

The grades *E, S, M, I, F* are given. These are defined as follows: The grade of *M* means that the student ranks among the medium students, approximating 50% of a class large enough to exclude accidental variations. The grade of *S* gives the student rank among those who are superior. The grade of *E* means the individual is one of the few most excellent students. Below the grade of *M*, the grade *I* means that the student is somewhat below the medium. The grade of *F* places the student in those ranking lowest.

The institutions vary considerably in their numerical interpretations of marks. The passing grade of *D* ranges from 60 to 75, whereas *A* ranges from 90 to 94 as the minimum. Only a few of the deans mention what they give the marks for, but a number mention using the normal distribution curve to which some adhere strictly and others only generally. Most of them write somewhat like the following:²

We use the marking system which is in general use throughout the colleges; the letter system, with *A* designating exceptional work; *B*, superior; *C*, average; *D*, passing but unsatisfactory; and *E*, failing work. On this basis our distribution of grades corresponds quite closely to the distribution of grades of the University of Michigan. The following is a distribution of grades as issued during

the college year of 1935-1936: *A*, 9 per cent; *B*, 27 per cent; *C*, 52 per cent; *D*, 9 per cent; and *E*, 3 per cent. In general the student who receives *C* covers the minimum essentials of the specific courses. He may not have a special interest or aptitude for the work, but does what is required. The *B* student does more than is required for the minimum essentials and shows some initiative beyond actual assignments. The *A* student learns under his own initiative to a considerable extent, and has a thorough mastery of the details of the work required.

The high percentage of *A* students is interesting in view of what several of the newer or smaller junior colleges write. For instance, one says:³

After six years of teaching in junior colleges I have come to the conclusion that we shall have to put up with a considerable number of students who are able to do only mediocre work. The tests which the departments of the university send out should serve as fair guides to the work students are doing. The difficulty will be not so much in determining the grades, as in reconciling a low median score with the median scores recorded at the university.

Another letter goes somewhat farther by saying:⁴

Our results do not compare favorably with state-wide norms, but I believe this fact can be explained without resorting to rationalization. The junior college does not have the drawing power for the better student which a state university has. Also the mental calibre of its student body is likely to show more drastic departure from the average than a larger school's.

Some mention that junior college instructors are apt to be too lenient and to

¹ St. Joseph Junior College, Missouri, *Junior College Bulletin*.

² W. S. Shattuck, Dean, Flint Junior College, Michigan.

³ A. H. Klassen, Tracy Junior College, Minnesota.

⁴ Alma McLaughlin, Cherokee Junior College, Iowa.

grade higher than instructors at the university. Several suggest remedies for such a situation, as the following letters reveal:

Here we attempt to follow the standard four-year college and university procedure as closely as practicable. Most of the faculty have had experience in four-year college work, and our equipment and library facilities are reasonably satisfactory.⁵

We have a grade distribution of each faculty member by subject taught and find these useful in showing which faculty members grade too easily or too strictly, although we do not apply any rule or exact curve of distribution which the instructor must follow.⁶

In order to set standards that correspond with those at the university, we have employed such methods as conferences with instructors in the various departments in the university, the giving of university tests, and checking carefully the records of transfers to the university. The procedure that I have found most beneficial in setting up standards is to have the faculty take courses at the University of Minnesota and to secure teachers who have had teaching experience there.⁷

Some of the private junior colleges are not so much interested in comparing themselves with other institutions but they are just as interested in grading. Stephens College has a complete guidance bulletin that reveals the results of their own experiments in grading. They are attempting to mark a wider range of values than those ordinarily represented in academic grades. The material in their bulletin points directly to the statements made by several deans that it is quite impossible to eliminate the subjective element from grades. One goes into the

matter quite thoroughly when he writes:⁸

Say all you please about objectivity; I would rather trust a careful teacher's complete judgment at the end of the semester as to the value of a student's work than all the so-called objective measures available. As I see the whole grading problem, I think it has had too much emphasis. It should be only incidental, never primary, and any attempt at so-called 'objectivity' is just a cover under which we seek shelter in times of storm. Some years ago I discontinued putting grades on papers at all. I feel that if I am entitled to the student's thinking, he is entitled to mine, and I spend a good many hours annotating papers. It is interesting to see the result when you return a set of papers. You can get no attention from the class until each student has spent five to ten minutes going over his paper. This alone would indicate superiority over the method of grading a paper as "very good," "fair," "poor," or what have you. All the student looks for in that case is the grade, and the paper immediately goes into the wastebasket. I find that nearly all my students retain their papers as a part of their notes.

Dean Wyman's advice is that teachers should refine and improve the judgment of the students and their work continuously and that they should specialize on the kind of reactions and annotations that will be helpful to stimulate further thinking on the part of the student and then let the grade be purely incidental.

Because Dean Malcolm Maclean of the General College of the University of Minnesota writes particularly of what students of the future may expect in the way of marks, I quote his entire letter to stimulate all those who are interested in the subject.

I have your note regarding marking systems used in junior college. I consider

⁵D. L. Soltan, President, Lower Columbia Junior College, Washington.

⁶John R. Nichols, Southern Branch, University of Idaho.

⁷R. W. Goddard, Dean, Rochester Junior College, Minnesota.

⁸Dean H. B. Wyman, Phoenix Junior College, Arizona.

it one of the most critical problems that we face, not only in junior colleges, but in the entire educational system.

Marks are given on the hypothesis that they are complete, accurate, and absolute. At least, that is the sense in which students from the early grades through college understand them.

In recent years, however, an enormous amount of critical inspection of examinations has been made and in no single case to my knowledge has there been a single examination which has been accurate, complete, or absolute. A reading of the report of the two international conferences on examinations and grading, held under the auspices of the Carnegie Foundation for the Advancement of Teaching, for the past five years shows that other nations and school systems as well as America have awakened to the same difficulty.

About all we are able to measure with any degree of accuracy at the present time is the least important phase of educational growth, which is the student's immediate memory of facts. The new scientifically devised and carefully wrought examinations in any field can make such a measurement. They do not, however, measure in any way retention over a long enough span even by the pre-test, post-test technique, because we do not have as yet a means of post-testing our students from one to ten or fifteen years after taking a course, even if it were important to do so.

We thought we knew how to measure vocabulary, but we are finding now that this, too, is difficult beyond our imagining. It is so because most words except those in strictly scientific fields vary from context to context, and from connotation to connotation. We find, moreover, in attempting to measure vocabulary that some students with a small range of vocabulary have a very clear insight into the meanings of words, and others with a very wide vocabulary, like the southern negro, have very little insight into meanings.

The third great phase of intellectual

growth that we should be able to measure and are not is the understanding of laws and principles, whether those be in grammar or in physics. Again we find wide variability, some students able to write glibly on examinations the exact memorized statement of a law or principle without at the same time having any insight into its meaning or applications, and on the contrary, we find students who can not for the life of them remember the exact statement of a law or principle but who can nevertheless understand and apply.

We assume that the next great outcome of the educational process should be the development of the student's power to solve problems in life situations which he has never met before in textbook or lecture. We are at present very awkward and inept, primitive, crude, and blundering in our attempts to measure problem solving ability.

And beyond this there is still a higher phase of the intellectual process to which education should contribute and which should be measured and graded—that is the student's power to take a complex life situation, whether it be in biology, history, or current sociology, and break that complex situation down into first, clusters or problems such as economics, sociological, psychological, physical, chemical, biological, and then into separate problems within the clusters for solution.

When we have said all this, however—and a complex business it is—we have confined ourselves solely to the intellectual and learning process. We have paid no attention whatsoever to other outcomes of education, such as the deep satisfactions that come from growth in appreciation of literature, art, music, science, history, and the like, nor have we had anything to do as yet with the fundamental attitudes of our students towards the things we are teaching and which seem to be of very great importance, indeed. I am concerned, for example, as to whether a student approaches a subject with an attitude of

superstition and fear, or with one of courage and realism. I am interested to know whether he changes under the impact of a course in economics from a somewhat predatory rugged individualist towards a co-operative economic concept, or vice versa.

Moreover, we have as yet no measures—and perhaps it would be a frightening thing to have them—of the growth or withering of a student's interest in the materials we are teaching.

In the light of all this, I have become increasingly convinced that the marks we give and the examinations upon which they are based are blind, faulty, futile, and in some cases quite dishonest. It is these that lead to perhaps the most vicious attitude among all students or most students—that is the attitude that leads them to cluster around the posted grades at a term's end and call to one another, "I got a B—thank goodness I got my Physics off!" If we were doing our job right and the attitude was not present, they would be boasting about how they got their Physics "on."

There is much experimentation going on in the General College and the College of Education and in many another institution the country over towards the solution of this problem. What we are aiming at, I think, in the long run is the discovery of ways and means by which we can chart a student's growth or waning on a wide number of variables in all these aspects of the educational process.

[NOTE: The writer has secured permission of all authors of letters quoted in this article to reproduce them in this form.]

It seems to me the main function of the junior college is to carry on and complete general education.—GEORGE F. ZOOK, in address before the North Central Association.

LOUISIANA IMPROVEMENTS

More firmly entrenched in the educational life of northeast Louisiana than ever before, Northeast Center of Louisiana State University opened for its eighth year the past week. The outlook for this important institution was never brighter than at this time. In total investment it represents more than a half million dollars and two new buildings will call for an investment of nearly \$200,000 additionally. The two new buildings, allocation of funds for the construction of which has already been approved by the state, will comprise a large modern library building which will have facilities for 40,000 volumes or ten times the number at the present time; and a music building that will be large enough to care for needs in that line for some years. A new student center building in which are housed a large cafeteria, student assembling room and a postoffice, as well as quarters on the second floor for a dormitory for members of athletic teams, was placed in use the past week for the first time. This building represents an expenditure of approximately \$80,000 and was made necessary by the increasing requirements of the college. A modern steel and concrete stadium, costing more than \$50,000, with seating facilities for 4,000 and with showers, lockers and other essential rooms embodied in the structure, will be in use when the first football game is played here this fall. With a physical plant that is well calculated to meet needs, at least for the present, the faculty also measures up to high standards, headed by Dr. C. C. Colvert, a man with dynamic energy and vision, and to whose genius a large part of the success of the college must be attributed. Dr. Colvert is aided by a faculty of nearly 30 instructors.—Monroe (Louisiana) *Morning World*.

What Do Our Junior College Graduates Do?

PAUL M. WEST*

ROBERT M. HUTCHINS, the distinguished president of the University of Chicago, recently made a challenging statement concerning the junior college. Said he,¹ "The junior college is here to stay. It gained great impetus during the depression. But, if and when, the depression ends, the junior college will continue to flourish because of the advance of technology, the attitude of capital and labor, and the aspirations of our people." This statement is comforting to those who have wondered what the future of the junior college might be. In the next paragraph, however, Dr. Hutchins startled us with an equally terse statement: "With notable exceptions the junior college has so far done only a negative job. It has kept young people from going places and doing things that would have been worse for them. It has supplied an institution where they could pass the time in relatively harmless pursuits until they could go to work." This accusation makes the junior college supporter apprehensive, but the next charge gives him positive fright. President Hutchins continues: "But housing, however excellent, is not a wholly adequate educational field; and the junior college has not yet achieved any other."

This study grew out of that challenge. It is an effort to determine if Mississippi junior colleges are serving the purposes for which they were founded. From Henry Tappan and William Rainey Harper, in the past century, to the contem-

porary Koos, Eells, Campbell and Hutchins, there has been a rather uniform agreement that the junior college has two broad functions: (1) preparation for further academic training, and (2) vocational and terminal preparation. Chauncey S. Boucher, formerly of the University of Chicago, said in an address presented before the New England Association of Colleges and Secondary Schools:²

The freshman and sophomore college years are a logical part of the secondary system, rather than the standard college and university, and should be closely articulated with the rest of the secondary system. There are two general types of curricula organized as four year units, beginning with the eleventh grade as an adjustment year, the junior certificate curriculum leading to junior standing in the university on graduation from the senior class of the four-year junior college, and a group of terminal curricula which are designed primarily for those who plan to complete their formal education in the junior college.

In the light of the challenge by President Hutchins, and the accepted *raison d'être* of the junior college, let us weigh what we have really done. The following data were obtained from a questionnaire sent to eleven public junior colleges in Mississippi who graduated students in May 1937. It is freely admitted that no single year can be a perfect index. It is highly desirable that the study be continued from year to year in an effort to arrive at relatively accurate conclusions.

* President, Sunflower Junior College, Moorhead, Mississippi.

¹ Robert M. Hutchins, "The Junior College," *Educational Record*, 9:5 (January 1938).

² Chauncey S. Boucher, *Certain Implications in Present Day Experiments in the Relations Between School and College*, p. 5.

The possibility of some error is recognized in the fact that 71 students or 9 per cent of those graduating from junior colleges could not be accounted for by the executives of the colleges studied.

The eleven junior colleges in Mississippi graduated at the close of the 1936-37 session a total of 797 students, 388 young men and 409 young women. Of this number 418, or 52 per cent, continued their scholastic training in other educational institutions. Only 366, or 46 per cent, however, entered senior colleges offering the bachelor's degree. The remaining 52 students entered business colleges, radio, Diesel, nursing, or similar schools which seek to give quick technical training without reference to credit hours, and which could have been entered after high school graduation, or even before. It might be interesting to note that of this number only five entered training for a nursing career. A distribution of the 366 students who entered colleges offering degrees shows 78 men and 82 women, or 20 per cent, of all graduates entered academic schools such as state universities. Ninety-one men and 21 women, or 14 per cent, entered technical schools offering degrees in engineering, agriculture, medicine, forestry, or home economics. Forty-two men and 52 women, or 12 per cent, entered teachers colleges.

A total of 35, or 4 per cent, of the students entered business colleges. This small percentage indicates that the students either consider business pursuits unpromising or that the junior colleges are giving sufficiently thorough courses in this field. The fact that 52 per cent of the graduates continued their training indicates that half the number planned further scholastic endeavor and would suggest that the preparatory function is at least half of the job of the junior college. Thus the question naturally arises, how well is this being done?

A letter from a prominent university official to the writer recently stated:

We are very proud of the record our junior college transfer students are making at the university, and I think the whole junior college movement in Mississippi has secured the admiration of the senior colleges. In general, the preparation of junior college students is even better than the preparation of freshman and sophomore college students.

In the biennial report of the State Department of Education, Commissioner Broom states:³

A recent study covering a five-year period comparing junior college transfers with the universities and senior colleges fail to show any significant difference between them and the university and senior college students who did freshman and sophomore work in their own institution.

These statements reveal the superior quality of junior college work even in the face of a poverty of curriculum offering. A recent unpublished study made at Peabody College reveals that the average offering in junior colleges in Mississippi, in terms of semester hours, is 161 hours.⁴ This number is far below the number recommended by Koos who suggests 225 as a minimum offering.⁵ Eells suggests 265 inclusive of physical education.⁶ Many California junior colleges offer three to ten times as much. For example, in the Mississippi junior colleges the ordinary offering in English is about 12 hours, and not over 16 in any institution, while Schafer found that the offering in California junior colleges averaged 36 semester hours with as many

³ *Biennial Report and Recommendations*, Mississippi State Superintendent of Public Instruction, 1936-37, p. 48.

⁴ Paul M. West, *Curriculum Offerings of Eleven Public Junior Colleges in Mississippi*.

⁵ L. V. Koos, *The Junior College*, pp. 61-63.

⁶ W. C. Eells, *The Junior College*, p. 500.

as 90 hours in some institutions.⁷ These facts should be both a challenge and an inspiration to the Mississippi junior colleges.

It appears that the second recognized major function of the junior college is terminal or vocational education. In the past twenty years this phase of education has been the subject of much consideration. One of the principal problems of American democracy has been to stimulate and direct the growth of its schools to fill the need of an expanding social order. The secondary school system has been more and more adapting itself to such need and at intervals attempting to adapt itself to the demands of a rapidly changing environment. Such change has resulted in certain innovations in the program of education. Of these the junior college is one. Boucher holds that the chief function of the secondary school is appreciation of worthwhile values of life. In this, Mississippi junior colleges have been notably remiss—no such definitely aimed courses are listed as offerings in any school.

Commissioner Broom feels that the junior colleges do not regard the preparatory courses as their chief function, but that they attempt to teach their students how to live and how to make a living in terms of conditions in their communities with more emphasis placed on making worthy citizens. But what is the actual offering in terminal courses compared with preparatory courses? While it is admitted that a good 50 per cent of the so-called terminal courses are accepted as liberal arts credit, there is still a noticeable majority on the side of purely academic offering. The average offering in this field, as shown by the previously quoted study, is 161 semester hours, as compared with the average of

47 semester hours listed as purely vocational courses. Of the 797 graduates only a small number, 24 men and 49 women, are unemployed. This is only 9 per cent of the total. One hundred and eleven men and 115 women, or 28 per cent, are at work. The question now arises, how well are these graduates fitted to fill the places they now hold? The answer must be made by the junior colleges.

Among the 409 young women who graduated, 24, or 3 per cent, are reported as married and are presumably engaged in home-making. We wonder how many of this number took courses in home economics, hygiene, and home management; and if the number who pursued such courses were materially benefited thereby? Fifty-four graduates began teaching after junior college graduation. One can only surmise how successful they may be. How well are the 28 per cent who went to work fitted for the duties and responsibility of citizenship? The answer to these questions would constitute, at once, our guide in shaping vocational courses.

Practically all the junior colleges reported terminal courses in agriculture, but we feel that such courses are not really designed to meet a practical need. In most cases students in these courses are taught in the same classes with those preparing for senior college entrance. The same condition exists with reference to home economics, but evidently does not hold in the case of commerce. Three institutions have courses in practical mathematics, dealing with problems in taxation, budgeting, insurance, investments, and land measurement. These courses seem the nearest approach to an actual terminal training. One institution listed terminal courses in home-making, one in music, and one in teaching. There are apparently no offerings in citizenship, personal economics, and cultural and artistic appreciation.

⁷ F. W. Schafer, *The Curricula Offerings of Thirty-nine California Junior Colleges*, p. 12.

Interior Decoration in Junior Colleges

WALTER MURRAY*

THE tendency today in junior colleges is increasingly toward vocational subjects. The economic necessity for most young people to become self-supporting after the two-year period spent in college makes it highly desirable that they plan their courses toward this end. If it does become necessary to do so, they should be prepared to make a living upon graduation from junior college.

With that idea as a basis, this article aims to answer the question: "For what various positions in business will the study of the fundamentals of interior decoration as given in the well planned junior college prepare the student?" Too often, the average college girl and parent look upon interior decoration as a subject which merely teaches one to create more elaborate, more expensive, and unfortunately more extravagant homes. This is regrettable, for when properly taught this subject is merely the basic training for a variety of phases of decoration that reach far beyond the house itself. In this article are discussed nine distinct branches of this field to which the basic course of interior decoration may lead.

1. It is certainly true that with the great strides now made towards more liveable and less expensive homes for the average man and woman, some definite knowledge should be given to both men and women concerning furniture and furnishings decidedly suitable for this new house. Young couples should be shown that it is not always the expensive

thing that is the most artistic, the most comfortable, nor yet the most suitable. They should be taught the importance of good structure in furniture and fabrics, of suitability of design, the economic and artistic and emotional value of color, the importance of the harmonious relationship that should exist between each and every piece of furniture, fabric, metal, and pottery that goes into the room.

If these and correlated subjects are taught through lectures in the classroom, through working with actual fabrics, and seeing furniture and furnishings in stores, homes, and studios, the student will be trained to purchase economically and effectively for his own house.

The junior college that is located in a city which has one or two good furniture stores should not overlook the value of using the stock of furniture for laboratory purposes. If the management is properly approached with the idea that the junior college woman student of today is the potential purchaser—the housewife of the very near future, it will generally make some arrangement by which the class can be held in the store on certain days per week. The familiarity with fabrics, furniture, and decorative accessories that this makes possible is of inestimable value to the class in house furnishing or historic period furniture. On the other hand, many a junior college has upon its campus a bungalow or a discarded room that could be inexpensively turned into a demonstration living room. When rightly approached furniture stores will often lend furniture for laboratory purposes.

* Department of Art, Sacramento Junior College, Sacramento, California.

2. The inexperienced person has a very superficial idea of the training that is necessary to adequately equip the decorator for the practical work in the commercial field. Period styles play such an important part in interior decoration that every student who is planning on this as a career should have completed courses dealing with the social backgrounds that always affect furniture styles and the character of the home. Upon this there must be superimposed a thorough knowledge of fundamental art principles, which should be followed by a study of materials, manufacturing processes, and the new domestic equipment that has today so completely revolutionized the home furnishing field. Where the subject is thoroughly taught, courses in interior architecture are required. Junior colleges could institute correlated courses that would develop the student into a thoroughly trained decorator. This should then be followed by some experience as a salesman in the furniture store, the drapery shop, and the decorator's studio.

3. The same principles that prepare the student to become a trained decorator, are the fundamental ones for the person who is interested in another important field—that of the *display man*. All good merchandise stores today place great importance upon the manner in which goods are displayed in their store windows. This is a full time job. It takes special education that practically always grows out of the fundamental training required for the student of interior decoration. Furniture stores, department stores, art stores, and lamp shops, all prefer displays that are closely related to the way furniture and furnishings are used in the home.

Even the department store, dealing so largely with women's wearing apparel, usually shows clothes against some sort of a domestic setting, or some other situ-

ation where these clothes are worn. It may be the country club, the airport, the cafe, or the hotel veranda, but all these require accessory furnishings. Even the small display in the show case entails a knowledge of the fundamental principles taught in interior decoration courses.

For the properly trained window display man there should be courses in color harmony, principles of design, textiles, historic clothing and furniture, psychology, principles of salesmanship, and of course some work in economic principles, as applied to merchandising.

4. Generally the ambitious display man who is willing to study both the written page and the work of the leaders in his particular field will advance from the rather limited field of creating display windows and show cases to that of *display manager*. Here is a field that pays thousands of dollars a year in large department stores. This is a job that requires not only the training which has been outlined for the display man but it is necessary that the successful manager of displays be able to direct a staff of artists, mechanics, and carpenters, and shall besides have definite ability as a designer. He must plan six months or more in advance of the season for elaborate displays take much time to create. He must understand the shopper's point of view; he must possess the greatest tact and ability to handle the many personalities in the organization—all of whom want their departments given the maximum amount of publicity. He must keep in touch with what is being done in the largest American and foreign cities. He must be able to prepare correct and effective budgets, for display work runs into thousands of dollars annually, and when that amount of money is to be spent the store display must be so decoratively attractive that it will sell enough merchandise to justify the expense entailed.

5. The *commercial advertising* artist with a knowledge of interior decoration is always preferable to the man who knows nothing of the subject. Drawing an effective and unusual ensemble of furniture and furnishings requires a knowledge of how the furniture should be grouped, of what supplementary furnishings belong to such a group, and acquaintance with historic periods. Both men and women with this training often hold every well paid position as artists in the advertising departments of large stores. Some of this country's largest advertising corporations employ such artists to illustrate the copy used in their furniture, textile, and general merchandise accounts.

Here, then, is a splendid opportunity for co-operation between the department of household economics, with its courses in interior decoration, clothing, and textiles, and the art department, which teaches various phases of drawing, commercial design, color, art appreciation, and advertising. For the commercial artist who is acquainted with furniture and clothing, there are, particularly, many opportunities in the industrial world.

6. Today the largest *architectural firms* specializing in domestic building employ men and women whose time is spent in studying the wishes of clients and in planning the types of furniture and furnishings that are to be put into the house when it is completed. To furnish a house effectively, all this should be considered and visualized while the plans for the various rooms are being worked out, otherwise wall spaces are not sufficiently large, windows interfere with certain pieces of furniture, there are not sufficient centers of interest, and furniture already owned by the client has not been worked into the architectural ensemble. The trained interior decorator is needed to do work of this type for the modern architect. The har-

monization of wallpaper and ceiling color, or the tones in the fireplace tile with the wood trim, textural relationships between lighting fixtures and hardware and the finish of the plaster—all these require the trained eye of the decorator. And the more expensive the architectural job, the greater the extent to which the architectural firm enters into the completion of the home. This sometimes even extends into designing of special furniture, or the selection of commercial equipment, draperies, floor coverings, and upholstery.

7. The *moving pictures* offer one of the most lucrative fields for the trained interior decorator, but he must be thoroughly equipped for this work, because here time is limited, even though money is not, and he must have endless patience in securing exactly the decorative effects called for by the script. This particular aspect of interior decoration requires a very accurate and comprehensive understanding of the historic period styles, for moving pictures today pay meticulous attention to historic detail in creating their settings. It is easy to see that the student who aims at such a position must have a thorough training in the fundamental principles of interior decoration. This must be followed with experience in furniture stores or in shops and then in working with men who are engaged in the creation of moving picture sets, which present their own specialized problems that are quite different from those arising in ordinary domestic decoration. It is true that we often find moving pictures laid against backgrounds that are unnecessarily elaborate. But we must admit that the best pictures have sets that are accurate, either from an historic viewpoint or as convincing pictures of our own lives. We need only mention such pictures as "The Prisoner of Zenda," with its elaborate mise-en-scene from the days of chivalry and

pageantry; "Conquest," depicting the Napoleon Bonaparte-Marie Walewska epoch of French history; "The Life of Henry VIII," with its convincing Tudor backgrounds; the careful surroundings of such Shakespearean tales as "Romeo and Juliet"; or that splendid setting for a poor tale—"The Witch of Salem." "Captains Courageous" presented decorative difficulties, and the pseudo-technicalities of hospital scenes in such pictures as "The Green Light" or "Men in White" required much study of interior backgrounds.

8. Closely allied to the field of interior decoration, is that of the *stage designer*. His work more nearly resembles that of the man who creates settings in the actual home than does the decorator who plans for motion pictures. Here colors are handled as they actually exist not as they will appear on the silver screen. Here whole rooms rather than merely frequent groupings of furniture are needed. Here people live and act more normally than they do in the moving picture set. There is generally a nearer approach to the actuality of the average simple home, than in the exaggerated grandeur of the motion picture.

In the course of one theatrical season the stage designer may be called upon to plan and design the simple traditional sets of "Hamlet," the modified simplicity of classic sets with a modern flair for such an imaginative production as "Amphitryon 38," the quiet sobriety of one of the Irish plays such as "Riders to the Sea" or "Juno and the Paycock," or the ultra-smart settings for such a sophisticated collection of modern imagery as "The Women." These, plus work on a couple of costume plays such as "Mary of Scotland," would certainly bring out whatever weak spots any stage designer might possess. For such work thorough preparation especially in principles of decoration, constant alertness to the

changing moods of the public, and the training of the artist, are (to mention only a few requirements!) necessary.

9. Much more attention is being paid today to making *public rooms* decoratively attractive than formerly. Interior decoration has become a necessary part of the firm that equips the modern ticket offices for air, rail, and water travel. Cocktail lounges have taken the country by storm, and they must be made distinctive, colorful, modern, and comfortable. Today's trains of the streamlined variety are becoming more and more like moving drawing rooms, and far greater attention is being paid to color, texture, line, furniture and lighting fixtures than was done in the past. Luxury liners are floating palaces and some of the ships that cross the oceans are exquisite examples of the art of the interior decorator. Modern restaurants and coffee shops are furnished with draperies, carpets, lighting fixtures and furniture that have art-quality to them.

With the increasing desire for terminal courses, junior colleges should include in their departments practical work in home furnishing, furniture design, store display, and packaging and merchandising. To teach this work, it is necessary to have instructors who have not merely gained their knowledge from books, but who have worked as actual decorators or display men, and who have been trained in the traditions of what is best in the furnishing of the home, decoration of the store, and refurnishing of the hotel.

The exacting experience of the industrial field rather than so much theoretical and academic training is necessary for teachers of these subjects, if their students are to be commercially acceptable. There are a few privately endowed schools where such work is given but the great need is to so shape the present courses in our junior colleges that they will prepare students for industry.

The Junior College World

GENERAL EDUCATION BOARD

The following extracts are taken from the last annual report of the General Education Board, of New York.

The General Education Board in 1937 was thirty-five years old. Established in 1902 by John Davison Rockefeller, it was dedicated, in the words of its charter, to "the promotion of education within the United States without distinction of race, sex or creed."

Up until 1920 the board's expenditures were made almost exclusively from income. In 1920, however, the practice was initiated of spending from principal as well as from income. Total appropriations up to the end of 1937 were as follows:

From principal	\$139,337,349
From income	115,997,322
Total	\$255,334,671

Roughly speaking, the money was used to stimulate progress in the following fields: medical education, higher education, Negro education and certain special programs of brief duration.

The funds of the General Education Board, that is, the unappropriated assets available on December 31, 1937, amounted to \$28,192,612 based on the market value of the securities on that date. Of this \$28,000,000 balance remaining, approximately \$12,000,000 is definitely earmarked for the board's present programs in southern education, in general education and in child growth and development. \$7,300,000 has been set aside for unexpected contingencies and for commitments expressed or implied under former programs of the board. The free balance of funds remaining as of December 31, 1937, is approximately \$8,700,000.

The life of the General Education Board is therefore running to its close. It is probable that within a few years its funds will be completely exhausted and the organization will be liquidated. . . .

With the funds at their disposal rapidly diminishing as a result of expenditures from principal, the trustees of the General Education Board, in 1933, determined to concentrate the remaining resources of the board largely in connection with three types of activity: first, the continuance of the existing program in the southern states; second, the support of research and experimentation in relation to the problems presented in the field of general education, *i.e.*, the secondary school through the junior college level; and third, a program in child growth and development.

LEGAL STATUS IN 25 STATES

As a result of a resolution adopted by the National Council of Chief State School Officers at its annual meeting in December 1937, the United States Office of Education is undertaking a number of studies in co-operation with the Council on various phases of the relation of state departments of education to the accreditation of post secondary institutions.

Among the types of post secondary institutions with which state departments of education have a direct relation is the junior college. Accordingly, one of the studies involves the problem of the establishment and accreditation of junior colleges including criteria, objectives, philosophy, and methods of appraisal of such colleges so as to adapt them to existing educational needs.

As a first step in the prosecution of this study, it was found desirable to col-

lect information on the present status of the junior college development in the several States. The information so collected for each of 25 States comprised the number of junior colleges of different types; the existence or non-existence of legal provisions for their establishment; the extent of the legal powers, if any, conferred on State departments of education in deciding whether new junior colleges shall be established; the criteria or standards which the departments are required to enforce in case such powers are vested in them; and other similar facts.

Results of this first study are presented in a bulletin of 17 mimeographed pages prepared by John H. McNeely and Ben W. Frazier of the staff of the United States Office of Education. The title is "Existing Status of Junior College Development in 25 States."

PHI RHO PI CONSTITUTION

During the past several months a committee of Phi Rho Pi, national junior college forensic society, has been at work on a revision of the organization's constitution to bring it up to date in terms of the growth of Phi Rho Pi and the many changes which have taken place in college forensics in the decade since Phi Rho Pi was organized.

NEW OCCUPATIONAL PAMPHLETS

Five new pamphlets in its series of occupational studies are announced by the National Occupational Conference, New York. These are appraisals and abstracts of available literature on the occupations of the Detective, the Free-Lance Writer, the Industrial Chemist, the Interior Decorator, and the Office-Machine Operator. They will be found particularly useful to junior college counsellors. Each pamphlet summarizes all the information found in published sources, describing what is done in the occupation, abili-

ties essential to success, preparation necessary, entrance and advancement, earnings, number and geographic distribution of workers, possible future trend of employment, and the advantages and disadvantages of the occupation. A selected annotated bibliography is appended to each abstract, together with a recommended list of periodicals.

CALIFORNIA ENROLLMENT

Information recently furnished by the California State Department of Education states that the total enrollment in the public junior colleges of the state last year passed the 50,000 mark. The enrollment in the district junior colleges was 40,266, in those of the high school type it was 11,359 making a total of 51,625. From another standpoint they are classified as follows:

Grade 13	21,820
Grade 14	10,050
Special students	
In regular classes	3,844
In special day classes	845
In special evening classes	15,066

MISSISSIPPI APPROPRIATION

At the last session of the legislature of Mississippi, the appropriation for the support of public junior colleges in the state was increased from \$131,000 to \$190,000—an increase of \$59,000, or 45 per cent. Forty per cent of the fund is disbursed on location irrespective of size, while the remaining 60 per cent is disbursed on the basis of average daily attendance of state students for the first semester of the current session.

OCEANSIDE-CARLSBAD

Oceanside-Carlsbad Junior College, one of the most recently organized institutions in California, which had a total enrollment of only 89 last year, reports an increase to 155 the fourth week of the

present year with prospects of a further increase before the year is over.

MARION'S NEW PRESIDENT

Rev. Hugh J. Rhyne is the new president of Marion Junior College, Marion, Va.

CO-OPERATIVE PLAN

Rio Grande College, Ohio, is working on a new co-operative plan for a self-help college. Dr. W. W. Charters, of Ohio State University, who is a member of the Board of Trustees of the College is acting as adviser with reference to the new plan and is also helping to plan an integrated course of study for the institution.

SANTA ROSA STUDENTS

A recent investigation has shown that 176 of the 662 regular students enrolled in the Santa Rosa Junior College, California, this semester are from schools outside the junior college district, which is Sonoma county, and that 27 counties in California and 19 different states are represented.

NEW DORMITORIES NEEDED

The plea for new dormitories, which has been made on numerous occasions at Hiwassee College, Tennessee, has been justified by a twenty per cent increase in boarding students for the fall quarter. Both dormitories have been filled to capacity. All available space is being occupied. For many years the students and administration have been hoping that it would be possible to house more students in the future. As yet nothing has been effected, because it was felt that such a move would be unwise. At last it is a realization—that the accommodations at Hiwassee are insufficient and the increased number of boarding students demands more comfortable housing.

USE OF LIBRARY

At Stoneleigh Junior College, New Hampshire, the enrollment for 1937-38 showed an increase of 23 per cent over that of 1936-37. For the same two years, however, the increase in library attendance was 103 per cent while the increase in circulation of books from the library was 124 per cent.

BLACKBURN'S GYMNASIUM

Blackburn College, Illinois, has a new brick gymnasium, an addition to its plant that fills a long felt need. The new building, an attractive brick structure, was opened for use October 1.

IMPROVEMENTS AT HARDIN

WPA grants have been approved, and work on a number of improvements at Hardin Junior College, Texas, will soon begin. Improvements include sodding the football field, sodding a softball diamond and the widening of one of the roads to sixty feet. A sprinkling system will be installed over all the lawns, the water for which will be conveyed through a four inch pipe from an earthen water tank. Another sodded piece of ground will be used as an archery range. The wild flower area and the track surrounding the football field will complete the list of improvements.

BERGEN COTTAGE DORMITORIES

For the accommodation of out-of-town girl students, Bergen County Junior College, New Jersey, has opened two 7-room cottage dormitories. The houses are about five blocks from the College. The grounds are landscaped. A garage which houses eight automobiles is included.

RADIO AT CENTENARY

At Centenary Junior College, New Jersey, a new course has been introduced in the dramatics department, that of ra-

dio speech, an advanced speech course with emphasis on the principles involved in radio broadcasting. Besides the techniques of radio speaking, students will make a study of the radio network of the country and of the broadcasting stations. They will conclude their first semester's work with the building up of a complete program with short features and music, to be broadcast in the hallways of the school. By the end of the second semester they will be required to write and produce an original fifteen-minute play which can be broadcast.

PROGRAM AT STILLMAN

While Stillman Institute, Alabama, has been engaged in teacher training during the last few years, it has been only recently that it has agreed to limit the teacher training group both with respect to number and to the academic averages of those students making applications to take this type of work. The institution is also engaged in a faculty group project which includes special training for all students entering Stillman with meager backgrounds. The Institute also has a nurses training department which is not accredited at the present, but which is one of the best equipped colored hospitals in the state of Alabama. It is hoped to obtain accreditation for this branch of the work at a very early date.

WILLIAMSPORT DICKINSON

On October 18, 1938, Dr. John W. Long, of Williamsport Dickinson Seminary, Pennsylvania, celebrated the seventeenth anniversary of his arrival on the Seminary Campus as President of this ninety-year-old preparatory school and junior college. Coincident with this anniversary, was the awarding of the contract and actual starting of work on the long awaited improvements at the junior college. Plans call for one new

building, remodeling of the present "Old Main" and landscaping of the new campus. During Dr. Long's incumbency, the endowment has increased materially, a new gymnasium has been built and the junior college curriculum has been established with high scholastic rank. Williamsport Dickinson is the first fully accredited junior college in Pennsylvania. Dr. Long is past president of the Junior College Council of the Middle Atlantic States and President of the Association of Methodist Schools and Colleges.

RENOVATION AT AVERETT

During the summer considerable building and renovation was carried on at Averett College, Virginia. At a cost of approximately \$10,000 a new kitchen was built and equipped with all modern equipment and the dining room was enlarged and redecorated. The funds were raised by private subscription from approximately 50 individuals in Danville.

CHANGE OF NAME

The name of the Ironwood Junior College, at Ironwood, Gogebic County, Michigan, has been changed to Gogebic Junior College, since it serves on an equal basis all students in the county. Students attending from outside the county pay a tuition of \$125 per year, those from the county \$100.

LEES-MCRAE BUILDINGS

Lees-McRae College, North Carolina, reports considerable recent building activity. A fully equipped, three-story gymnasium is particularly useful. A home economics practice house has been built of stone. A new stone dairy barn has been built for the dairy herd. A central heating plant has been constructed for all the major buildings. Several new faculty homes have been built. The residence

formerly used as the president's home has been converted into a cottage dormitory for boys and another stone cottage for 25 boys has been built.

WRIGHT JUNIOR COLLEGE

From its beginning in 1934, Wright Junior College, Chicago, maintained a fairly constant enrollment, until February, 1938. In that semester the enrollment increased from 1600 to 1870. In September, 1938, the enrollment increased to 2651. The reason for this increase of about a thousand over a year ago is attributed to the growing appreciation of a junior college in Chicago and to the introduction of semi-professional curricula. A similar increase in enrollment at the other two Chicago City Junior Colleges brings the total enrollment to 6000, the largest number of students who have ever enrolled in the three Chicago City Colleges.

COURSE IN PHOTOGRAPHY

In response to much student demand and possibly in acknowledgment of the fact that photography for and by the masses seems to be more than a passing fad or craze, Ward-Belmont School, for the first time, is offering in the second semester this year a course in photography.

WALKER COLLEGE OPENS

A new coeducational junior college has been opened this year at Jasper, Walker County, Alabama. It is named Walker College. Last spring 278 students of the county high school signed a petition requesting a junior college and plans were formulated for such an institution to be sponsored as a public junior college by the American Legion. Political considerations, unfortunately, caused a change in plans. The institution opened this fall as a privately controlled institu-

tion, under the leadership of Dr. Carl A. E. Jesse, but with an advisory board of eight members, four from Jasper and four from the surrounding country, in order to give the new junior college a semi-public character. The advisory board is given full authority to conduct the school for the greatest possible benefit of the young people of the community.

TIFFIN ATTENDANCE GROWS

The attendance at Tiffin Business University, Ohio, this year is the largest in the 50 years of the institution's history. It has reached the 235 mark which established an all-time attendance record. The total attendance for the past college year was 246. Last year students were in attendance from Idaho, Oklahoma, Iowa, New York, New Jersey, Pennsylvania, Delaware, Michigan and Florida. Those graduating in the upper two-thirds of their high school classes only are admitted. Tiffin Business University has the rank of a junior college and operates in its entirety on a regular collegiate basis. The institution maintains four literary societies, sororities and fraternities, national in scope; a 30 piece orchestra; girls glee club of 50 voices; athletic teams; social activities of every college type; and weekly assembly and program. Officials of the institution are of the opinion that the placement record of the college, which has been one every 48 hours, or every other day, including all Sundays and holidays, for the past 66 months, is largely responsible for the unsurpassed attendance.

NEW CAMPUS FOR PHOENIX

On September 3 the voters of Phoenix Junior College District, Arizona, approved a complete new college campus which will be built from the ground up. The initial plant will consist of seven buildings located on a beautiful thirty

acre tract just now outside of the city. It overlooks the municipal golf course and a large municipal park, and commands a splendid view of the valley and surrounding mountains. Every detail of the interior of the buildings is being worked out by the respective department heads and their staff. The plant, therefore, will not be simply some architect's idea of a group of rooms, but will be a plant in line with the philosophy of the junior college and really designed to meet the type of educational program which Phoenix sees fit to offer. Ground was broken November 3 for the first buildings. The federal government is helping to make this possible by a 45 per cent grant. It is expected to have the buildings ready for occupancy by September, 1939.

SEPARATION OF HIGH SCHOOL

Further progress in the separation of the high school and the junior college units of Ward Belmont School, Tennessee, has been made this year in the organization of a separation High School Government Council. It has been impracticable for the college council to deal satisfactorily with the high school students in residence.

VOCATIONAL GUIDANCE STRESSED

This year the work in vocational guidance is being considerably extended at Harcum Junior College, Pennsylvania, particularly in the way of testing, orientation, experience, and placement. President Edith Harcum writes:

We want to be sure that our students find their field of interest and learn to use their special abilities. We allow them to explore several fields during the first semester to enable them to decide where to put their chief emphasis. To supplement this, we have organized a Placement Department to help the students

get some practical experience while they are learning. Six girls are working part-time at Wanamaker's, learning merchandising and styling. Others are doing specialized secretarial work. Later on, the students in commercial and fine art will be carrying on part-time work in their fields. We hope this will provide an answer to the employer's questions, "Have you had any experience?"

VINCENNES NIGHT COURSES

In response to community and neighborhood requests, Vincennes University Junior College, Vincennes, Indiana, is offering night courses during the first semester of this year in Sociology and Literature. The adult students who have enrolled in the courses fall roughly into two groups—social service workers who want additional credit for professional purposes and elementary teachers who are working toward four-year degrees. The latter group are typical of the present tendency in Indiana toward four-year elementary teacher preparation. Even teachers who already hold elementary licenses on the basis of two years of training are being urged by school authorities to continue additional work as a result of the recent legislation which requires that all beginning grade school teachers in Indiana after 1940 be graduates of four-year courses. A preliminary survey showed that the courses which would best meet the immediate needs of the two groups were Social Problems and Contemporary World Literature. The literature course will count as third-year transfer work for the teacher training group.

BAKERSFIELD DORMITORY

Relatively few local public junior colleges have dormitories for students. One of the exceptions to this general rule is Bakersfield Junior College, California, which this year has a women's dormitory

housing sixteen young women whose homes are too far from Bakersfield to make daily return to their homes feasible.

THE ART OF LIVING

Mount Vernon Seminary, Washington, D.C., has issued three attractive illustrated brochures entitled "Informal Papers on Education in the Art of Living." The first stresses the work in homemaking, the second the development of cultural interests, and the third the growth of the social conscience as provided for at this well-known Washington junior college.

CALIFORNIA ATTENDANCE

Continued increases in average daily attendance of pupils in all levels of California public schools are reported by Walter E. Morgan of the state department of education in a recent issue of *California Schools*. The increase between 1936-37 and 1937-38 was 1 per cent in the elementary schools, 7 per cent in the high schools, and 9.4 per cent in the district junior colleges. The average daily attendance in the district junior colleges was 17,894 in 1936-37; 19,584 in 1937-38.

NEW COURSES AT PINE MANOR

Pine Manor Junior College, Massachusetts, is offering new course this year in several departments, including astronomy, history, mathematics, and psychology. The new courses in astronomy include an introductory survey course and an introduction to advanced astronomy, both involving observational as well as textbook work. "American Civilization" is the designation of a new course in the history field designed to show the social, intellectual, and economic forces which have helped to shape the nation. Two courses on the development of early mathematics and mathematics in modern civilization stress the

general and cultural phases rather than the techniques of mathematics. In the field of applied psychology courses offered in personality and social adjustment and in family relationships should prove particularly significant.

ANTELOPE VALLEY GROWTH

Antelope Valley Junior College, California, located on the edge of the Mojave desert, which has had the distinction of being the smallest public junior college in the state, reports a remarkable growth in enrollment this fall. Last year the number of students was only 67, but this fall the number has already reached 110.

ACTIVITY BUILDING DEDICATED

Lela Raney Wood Hall was dedicated with appropriate exercises at Stephens College, Missouri, Sunday afternoon, October 23. The activity building was begun last May, and was ready for occupation when school opened this fall. For approximately ten years, students and, more recently, alumnae have been contributing money to a fund for a student and alumnae activity building. This was begun when the students wanted to raise money to have a picture painted of Mrs. Wood, but, since she was reluctant to have her portrait made, the fund was changed to one for an activity building. Later, Mrs. Wood's picture was painted by an artist named Johnson, whose daughter, Marguerite, was then a student at Stephens. This painting was unveiled at the dedication ceremonies by Martha Nell Plopper. The dedication program includes numbers by the symphony orchestra, the Sunrise Choir, and talks by Miss Louise Dudley, head of the Humanities Division, Hugh Stephens, president of the Board of Curators, and Martha Nell Plopper, president of Civic Association. Mrs. A. E. Bott, president of the Stephens Col-

lege National Alumnae Association, presided at the dedication ceremonies.

STONELEIGH GROWTH

President Richard D. Currier has appointed this year seven new members of the faculty of Stoneleigh Junior College, New Hampshire, making a total staff of 25. Two new departments have been created for the current year, home management and photography. Diplomas were awarded to 44 seniors at the graduation exercises of this new junior college last June.

MESA COLLEGE GROWTH

Mesa College, Colorado, formerly known as Grand Junction Junior College, has broken all previous enrollment records this year with a student body of almost 450 students representing 18 states. In September the citizens of the district, by a majority of eight to one, voted in favor of a new college building, the old one being utterly inadequate to take care of the increased student body. The new building, as planned, will not only fit the needs of the growing college but will be designed also as a cultural community center. It will be of white pressed brick, measuring 247 feet from east to west and 203 from north to south. It will be in the shape of a modified horseshoe with the south frontal exposure given over to gymnasium and auditorium.

CENTENARY GROWTH

Centenary Junior College, New Jersey, has entered upon its sixty-fifth year, the Junior college upon its tenth year of service. Each succeeding year since its beginning in 1929 has seen an increase in the number of high school graduates enrolled for the freshman year of college work. 1938 is no exception; more than 85 girls who have com-

pleted their four years of high school registered on opening day, September 20.

DEVELOPMENTS AT FINCH

Mrs Jessico Garretson Cosgrave, President of Finch Junior College, 61 East 77th Street, New York City, in welcoming the student body at the opening assembly September 27 announced that the beginning of the thirty-ninth year of Finch was marked by the largest registration in its history, with a student roster of 200, showing a 25 per cent increase over last year. Fifteen additions to the faculty and staff of Finch Junior College were announced. Laurens H. Seelye, LL.D., President of St. Lawrence University, has been elected a member of the Board of Trustees.

CLARK JUNIOR COLLEGE

So important a part of the community is Clark Junior College, Washington, considered that the September 29th issue of the Vancouver *Columbian* contained a twelve-page supplement devoted entirely to the work and activities of the local junior college. Some of the five-column heads were "Junior College Held Community Asset," "Dr. Gaiser Lauds Clark Junior College," "Junior College Offers Many Advantages," "Cultural Benefits of College Noted," "Former Junior College Students Praise College," and "Working Man Favors Junior College." The merchants of the city showed their support of the institution by publishing over sixty advertisements in the supplement.

NEW CHIMES PRESENTED

Twenty melodious tunes from a new set of Deagan Chimes were heard by the student body and faculty members of Colorado Woman's College, September 23, at the first chapel program in

the auditorium as they were played on the new Hammond organ in the campus auditorium. The chimes were presented to the College by Mr. and Mrs. Charles E. Wells of Denver.

ALUMNÆ JUNIOR COLLEGE

It was back to school again for Stephens College alumnae October 22. Delegates from fifty-seven alumnae clubs in nineteen states attended classes when the first Stephens College Alumnae College opened as a feature of the third national conference of alumnae club presidents. A three-day conference is held every two years. Offered purely as an experiment this year, the alumnae college has tried to determine whether certain course material collected and developed at Stephens could be made available to alumnae. The College offered sample classes in such fields as interior decoration, grooming, marriage and the family, consumer education, child problems, and music appreciation.

LOS ANGELES LECTURES

During October, November, and December the faculty of Los Angeles City College offered a series of 35 special institute lectures covering the fields of art, foreign affairs, literature, mathematics, music, psychology, public affairs, radio, science, speech, and vocational guidance.

BERGEN PLACEMENT BUREAU

Bergen County Junior College, New Jersey, has established this fall a placement bureau to assist students in obtaining part-time employment. The bureau will be conducted on a non-profit basis. Students will be available for clerical work, typing, store salesmen, and gardening and will be recommended on a basis of scholarship, character, and personal qualities. The bu-

reau will also try to place graduates of the College who do not intend to continue their education in other universities.

ART FOR FRANCES SHIMER

Lane K. Newberry's painting, "Galena from President Grant's Home," has been acquired by purchase by Frances Shimer Junior College, Mt. Carroll, Illinois. The painting is one of Newberry's well-known series of portrayals of historical Illinois spots. It becomes part of the permanent exhibit in the Dickerson art gallery at Frances Shimer. This is the first of the historical series which Mr. Newberry has permitted to be separated from the group. He has heretofore declined to break the cycle, which has been widely exhibited and generously praised.

PACKER COLLEGIATE INSTITUTE

The eighty-fifth anniversary of the founding of Packer Collegiate Institute was observed by trustees, faculty, alumnae and students Friday, November 11, with special exercises in the school chapel, followed by a tea. It will be 85 years November 9 since the doors of the present Packer Collegiate Institute were opened for the higher education of women through an endowment of \$65,000 by the late Mrs. Harriet L. Packer who wished to honor the memory of her husband, William S. Packer. The present structure, which has been enlarged twice, replaced the original building of Brooklyn Female Academy which was destroyed by fire December 31, 1852. Mrs. Frederick A. Schutte, alumnae president, welcomed Packer graduates to the Founders' Day celebration. She presented Dr. Paul David Shafer, new principal unanimously chosen by trustees to succeed Dr. John H. Denbigh whose retirement was effective June 30 after 20 years of service.

Dr. Shafer spoke briefly and introduced as speaker of the day Dr. Clyde M. Hill, chairman of the Department of Education in Yale University Graduate School.

RADIO AT FRANCES SHIMER

Dramatics and speech students at Frances Shimer Junior college, Mount Carroll, Illinois, will prepare for radio appearances over the college's own microphone and speaker system hereafter, when the installation of sound equipment recently purchased is completed. The college will furnish microphone, amplifying and speaker equipment to students for practice of radio programs and for radio voice training work. Rehearsals for the Shimer College hour now being broadcast from a Rockford radio station will be held in Metcalf chapel. Construction of a sound-proof studio for actual broadcasting is also contemplated later. Students in speech classes wishing special attention to radio writing, speaking, announcing and singing will have this equipment available for try outs and practices of material they prepare.

SNEAD EXPANDS PROGRAM

Since its inception in the fall of 1935, Snead Junior College at Boaz, Alabama, has experienced an enrollment increase of approximately 130 per cent. The present enrollment includes 165 students. This rapid growth has necessitated numerous changes in administration, enlargement of staff, and expansion of housing facilities. This year, the College has taken over the management of McCleskey Hall, the Women's Dormitory. The entire building has been renovated, new plumbing and wiring installed, the parlors modernized, and a new staff secured. A modern dispensary and hospital rooms for men and women have been equipped in one wing of this

dormitory. Due to impending inadequacy of laboratory and library facilities, funds are now being secured for a new library building on the campus. Twenty-five thousand dollars have already been pledged, and architect's plans are in the hands of the administration, so that the erection of the proposed building will no doubt be undertaken in the near future.

SAN MATEO DORMITORY

Their first venture proving such a success the Mothers' Club of San Mateo Junior College, California, has sponsored the opening of a second men's dormitory. There is room for 12 boys at the new place, and this coupled with the older house gives the facilities for 24 men. The houses both have co-operative kitchens. The boys buy the food in large quantities and one boy does the cooking. The older dormitory remained open all summer. Several members of the house had local jobs and were able to live a great deal cheaper at the house than at any other place. The main idea of the dormitories is to help men students who are working their way through school. The dormitories are run so economically that boys do not have a great deal of trouble meeting their expenses. For \$15 per month each man gets a room, bedding, towels, heat, light, water, garbage disposal, food, laundry, and daily and a Sunday paper.

The tragedy of the junior college movement is that it has never declared its independence. College domination is as true of it today as it was of the public high school twenty years ago.—Joseph Roemer, in address before Northwest Association of Secondary and Higher Schools.

Reports and Discussion

LIBRARY SUB-SECTION

The Junior College Sub-Section of the College and Reference Section met for the first time as a sub-section at the Kansas City conference of the American Library Association. The meeting, which was held Tuesday afternoon, June 14, in one of the smaller halls of the auditorium, was attended by a group estimated at between 75 and 90 persons. Bertha Ferguson, of the Kansas City Junior College library, was chairman of the group and Ruth Bird, of the Kansas City Junior College, served as acting secretary in the absence of Julia W. Plummer.

Willard P. Lewis, Pennsylvania State College Library, State College, Pennsylvania, as Secretary-Treasurer of the College and Reference Section, made a plea for membership. He stated that there were five sub-sections, in each of which a membership of fifty entitled the sub-sections to one director on the board of the College and Reference Section. Mr. Lewis further stated that there were over three hundred junior colleges in the United States.

Arthur M. Swanson, president of the Kansas City, Missouri, Junior College, was the first speaker on the program, giving a paper entitled, "The Library and The Aims of the Junior College." [This paper will be published in a later issue of the *Junior College Journal*. Ed.]

The second paper, "The Library and Box-Office Appeal," was presented by Paul Horgan, Librarian of the New Mexico Military Institute, Roswell, New Mexico.

The last portion of the program was

turned over to B. Lamar Johnson, Librarian and Dean of Instruction at Stephens College, Columbia, Missouri, and four of his associates, who brought to the group a symposium covering different phases of the Stephens College plan of library organization, as follows: (1) "Introduction," B. Lamar Johnson; (2) "The Central Library and Class Room Libraries," read by Zay Rusk Sullens, Professor of Literature, and prepared by Professor Sullens and David Jolly, Librarian, Central Library; (3) "Division Libraries," read by Paul W. Paustian, Director of Social Studies, and prepared by Professor Paustian and Harriet Nordham, Librarian, Social Studies Division Library; (4) "Dormitory and Personal Libraries," by Virginia Carpenter, Librarian in charge of Personal Libraries, and (5) "Records and Cataloging," by Ruth Bogart, Cataloging Librarian.

New officers were elected as follows: chairman, Miss Elizabeth Neal, Compton Junior College, Compton, California; secretary, Mrs. Hollis K. Erikson, Marin Junior College, Kentfield, California; Member of the Board of Directors, B. Lamar Johnson, Stephens College, Columbia, Missouri.

RUTH BIRD, *Acting Secretary*

MISSOURI ASSOCIATION

The Missouri Association of Junior College Administrators held its regular fall meeting and visitation at Southwest Baptist College, Bolivar, Missouri, on Saturday, October 22.

After a survey of the institution and a good luncheon, President Courts Redford, of Southwest Baptist College, dis-

cussed the purposes and program of the College.

Near the conclusion of the program each college gave a report of the opening of its fall work. Indications are that Missouri's junior colleges have enjoyed fully a 30 per cent increase in enrollment over last year.

Announcement was made of the organization of a new public junior college at Maplewood, Missouri, a suburb of St. Louis. Superintendent G. E. Dille and Principal Adams of Maplewood have led in the founding of this new college.

Several interesting experiments in administration and improvement of instruction were reported.

Dr. J. J. Oppenheimer of Louisville, Kentucky, is to be the representative of the junior colleges on the program of the Missouri State Teachers Association in Kansas City this fall. He will speak on the subject, "The Training of Teachers for General Education."

J. R. SALA, *Secretary*

CHRISTIAN COLLEGE
COLUMBIA, MISSOURI

ILLINOIS CONFERENCE

A meeting of the deans of the colleges composing the Illinois Junior College Conference was held at the Chicago Y.M.C.A. October 8, with representatives of seven junior colleges present. The meeting was devoted to a discussion of changes of organization in the Conference and to development of plans for the approaching general meeting to be held at the University of Chicago.

It was voted to create the position of executive secretary with an annual stipend of \$50, and a reasonable allowance for clerical help and material.

It was also voted to co-operate with President Arthur Andrews of Grand Rapids Junior College in promoting interest in the annual meeting of the

American Association of Junior Colleges at Grand Rapids, March 2-4, 1939. Arrangements were made to have President Andrews speak at the approaching conference.

Discussion centered around the desirability of a regional North Central Association of Junior Colleges to co-operate with national and state organizations. It was decided to bring this topic up for consideration at the conference.

The executive committee was directed to consider the development of debating and oratory with the possibility of awarding suitable trophies. The expense of such trophies, the appropriation for an executive-secretary, and the need for increased activities created the proposition for an annual fee of \$10, an increase of \$5 over the present fee.

Officers for the ensuing year were elected as follows: president, Ross Holt, Dean of La Grange Junior College; vice-president, William H. Conley, Dean of Wright Junior College; secretary-treasurer, W. B. Spelman, Dean of Morton Junior College.

W. B. SPELMAN, *Secretary*

SOUTHERN CALIFORNIA

"Improving Classroom Technique through an Exchange of Experiences" was the general theme of the fall meeting of the Southern California Junior College Association held at Fullerton Junior College, October 15, 1938. This theme was chosen by the Executive Committee to give the conference unity and to give the members some practical ideas for the improvement of their teachers. It was the hope that all who attended the Fullerton Conference would go away better teachers because of their presence at the section meetings and general session.

The first part of the conference is al-

ways divided into section meetings. Here the various teachers interested in similar fields such as art, English, music, foreign language, chemistry and physics were given approximately eight minutes each to develop the subjects of laboratory write-ups, laboratory assistants, teaching load, cheating in examinations, and unknowns in the laboratory. After these speakers had given the others the benefit of their experiences, contributions and questions were presented from the floor.

The Art section exchanged experiences in color and design, general crafts, teaching art in the modern business world, photography, and crafts. Thus our teachers had an opportunity to help one another by telling *how* they approached the teaching of various phases of their subject.

The theme of the conference was carried out in the general session by Dr. Louis P. Thorpe, of the University of Southern California Department of Education, in a very practical speech on "Streamlining the Modern Classroom." He pointed out five methods in which psychological theories could assist in "streamlining the classroom." Through discussion of intrinsic motivation, adjustment of material to student level, measurement to check mastery, pattern learning, and adjustment to emotional reaction each teacher was challenged to check on and improve his teaching.

The conference was well attended by representatives of various colleges and universities. In this way the Association hopes to continue the excellent co-operation and friendly feeling that has always existed between our group and those above us.

The general theme for the next conference will be "The Junior College and the Community." It will be held at Compton Junior College, Saturday, April 22, 1939. The Southern California

Junior College Association would be glad to have anyone interested in the meetings attend as guests.

SHELDON M. HAYDEN,
President

SANTA MONICA JUNIOR COLLEGE
SANTA MONICA, CALIFORNIA

INSTRUCTION IN ENGLISH

The Southern California Association of Teachers of English has inaugurated a study of first-year instruction in English in the junior colleges of Southern California. Under the chairmanship of Mrs. Helen M. Stone, of Pasadena Junior College, a committee is making a survey of the types of English courses offered by the junior colleges of Southern California, preliminary to study of the most significant problems discovered in the field. Since it is hoped to make the study of more than local interest, the committee chairman will welcome correspondence from junior college English instructors throughout the country. The members of the committee recognize the presence of many problems in the field of English instruction in junior colleges, but believe that further suggestions from various parts of the country will bring to light those most widespread. Comments of junior college instructors of English about their most significant problems of instruction will be appreciated by Mrs. Stone, committee chairman.

LOS ANGELES' NAME

October 4, 1938

DEAR DR. EELLS:

The change in name for this College has, perhaps, come to your attention. In order to clarify the situation and avoid any misunderstanding in your mind about our status, I am writing this letter of explanation.

The Los Angeles City College is a

public school of the Los Angeles City School System. Its full legal name is, the Los Angeles City College of the Los Angeles Junior College District. The term, "City College," is an appellation adopted for descriptive purposes locally by action of the Board of Education for the Los Angeles Junior College District, effective, July 1, 1938.

There is no change in organization, function, or legal status. This is explained by the following statements taken from a statement which I prepared for an issue of the *Collegian* last spring.

The new name for this institution ranks in its potential value with another change which was announced in November of this academic year. I refer to the new policy of the University of California by which semi-professional courses are evaluated for advanced standing at U.C.L.A. and at Berkeley. These two changes and the developments that follow their acceptance make this year 1937-38 a beacon light in the history of the growth of this college.

The action which discontinues the use of the word "junior" does not alter the organic structure and personality of the institution. We will continue to maintain established standards and achievements in pre-professional and transfer areas for lower division university work as well as in the areas of differentiated curricula for semi-professional education.

Faculty, students, alumni, and friends acknowledge with gratitude the distinctive honor granted to this college by action of the superintendents and the Board of Education in authorizing the use of the name Los Angeles City College. We give our appreciation to the men and women who have made possible this new status for the college in the educational activities of the city and the state.

Our registration this fall has been unexpectedly heavy and closed with a total

of 6001 of which 3235 are men and 2766 are women. This is an increase of over 1300 compared with one year ago. We have added 12 new instructors. The Staff now totals 195 full time instructors and five administrators, or a total staff of 200 members.

Sincerely,

ROSCO C. INCALLS
Director

The editor has also received copies of two statements on the same subject made by the president of Los Angeles Board of Education and by the city superintendent of schools. Roy J. Becker, president, says:

Los Angeles Junior College has long been an institution maintaining the principles of leadership in its field of educational offering throughout the United States. It has been the one institution offering a model program of junior college offerings for youth. The nature of the instruction which is presented in classes, the qualifications of the instructors, and the character of leadership at the junior college all warrant dignifying the institution by the title of "City College."

Vierling Kersey, superintendent, speaks as follows:

The great body of youth graduated from high schools of the city of Los Angeles, finding little opportunity for employment, has crowded in upon the facilities available at the Los Angeles Junior College. These young people demand and are entitled to college experiences. Because of the high standards of instruction maintained at the Los Angeles Junior College, because of the scope of offerings, and because of the leadership of the administrative staff, the superintendent has recommended and the board of education has approved a change in the name of the Los Angeles Junior College to Los Angeles City College.

JUNIOR COLLEGE TAX FREE

A privately controlled educational institution, not operated for profit, is exempt from District of Columbia taxes, the United States Court of Appeals held October 10 in an important case sustaining the contention of Mount Vernon Seminary, of Washington, D.C., and overruling the municipality.

Under protest the Seminary paid taxes and penalties assessed against its real and personal properties for 1934 and 1935 amounting to some \$25,000 but brought suit in District Court to recover. The lower court awarded judgment in favor of the Seminary but the District Government appealed the case.

The Appellate Court pointed out that the receipts of the Seminary in recent years gave a net profit, but none of the money went to the incorporators or to any contributor to its endowment. The court held that the Seminary is neither a corporation conducted for private gain or is its property used for private gain, within the meaning of the law, and so it is not subject to tax.

The principle established will be of interest to many junior colleges organized on a similar basis in other parts of the country. Several extracts, therefore, from the decision will be found below. They are notable for the broad educational viewpoint taken by Associate Justice Justin Miller, who wrote the decision which was concurred in by his two colleagues.

Because none of its income can inure to the benefit of any private shareholder or individual, appellee has been granted exemption from Federal income taxes. For the same reason, we conclude that neither is appellee a corporation conducted for private gain nor is its property used for private gain, within the meaning of Sections 713 and 755, Title 20, D. C. Code, 1929. Hence, it is not subject to the payment of taxes on its

real and personal property. The term "private gain," as used in the statute, has reference only to gain realized by any individual or stockholder who has a pecuniary interest in the corporation and not, as appellant contends, to profits realized by the institution but turned back into the treasury or expended for permanent improvements. It is the evident intention of the statute to exempt all institutions, educational in nature, which are not commercial in their purpose.

If it had been intended to tax institutions earning a profit, i.e., having income in excess of expenditures, Congress would have used the word *profit* or the word *gain* instead of *private gain*. . . . In the present case Congress has recognized the fundamental difference between income earned by an educational institution which is diverted into private use, and similar income which is dedicated to the continued improvement of the institution. The latter is a highly desirable use from the public point of view and equally worthy of tax exemption as the property out of which the income was produced. . . .

Appellant urges, also, that many students in attendance at appellee's seminary are nonresidents of the District of Columbia and, further, that appellee accepts as student only those whose social and financial standing is acceptable to it. However, it is difficult to see what bearing this could have upon the question presented for decision. There is no qualification, expressed or implied, in the statute favoring institutions which cater to all classes of persons or solely to residents of the District of Columbia. . . .

Perhaps it would be wiser for appellee to select its students on a basis of intelligence and previous training exclusively; perhaps not. But that is immaterial to a decision of the case. It is necessary in a democracy that all children, including those of the wealthy and the socially correct, shall be educated. The important consideration is that the school shall measure up to standards of curriculum

and pedagogy set by the government. So long as it does—and there is no contention to the contrary in this case—it performs a function which must otherwise be performed by the Government and, consequently, comes within the reason for the subsidy which is implicit in a tax exemption.

The policy of the District of Columbia, as expressed in its statutes, is, and should be, to encourage rather than to discourage the entrance into its schools of students from all parts of the country. One of the healthiest manifestations of educational life in the United States is the tendency of students to go from their home states to outstanding educational institutions in other parts of the country. Every great university, college, and preparatory school, including many of those which are state supported, enrolls large numbers of students from other states, and even from other countries. The intermingling of students from all parts of the country is one of our surest guarantees of a national culture, which, while preserving the quaint and interesting idiosyncrasies of each locality, gives us a common basis of understanding, a common medium of expression, and a vital capacity for that national outlook which is so essential to the preservation and development of a democratic order. It is highly appropriate that the laws of the District of Columbia should recognize, as they do, the fundamental importance of such a policy. It is the nation's capital, seat of the national government, temporary abode of thousands of government employees, mecca of loyal citizens throughout the United States. It is natural and desirable that such children as may, should go to Washington for a part, at least, of their educational experience. Many from the District, also, attend schools, colleges and universities elsewhere. And, even though nonresidents' tuition fees may be exacted, it would be indeed a new principle in the law of taxation if exemption should be limited in favor of institutions which excluded all except residents. Our theory

of constitutional government encourages unrestricted trade and other relations between the states. It would be sad evidence of decadence if sanction should ever be given to a contrary policy applied to education in the nation's capital. It should be rather a matter of pride and a subject for encouragement that the District contains educational institutions worthy of high regard and adequate to participate in that interchange of students which constitutes an educational bloodstream for the nation.

We have carefully considered appellant's other contentions and find them, in each case, to be without merit, or immaterial to the determination of the case.

JUNIOR MUSIC SETS

The Carnegie Corporation of New York has been distributing college music sets, consisting of a phonograph, records, scores and books, since 1933. Although one junior college (Stephens), one library (Enoch Pratt) and the National Music Camp in Michigan were included in the early distribution, it has been the general policy of the Corporation to give these sets only to four-year colleges and universities. In 1935, however, they authorized the assembling of a somewhat smaller set and have given these to secondary schools, libraries, museums, and a few other organizations with exceptional educational programs.

During 1937-38, it was decided to include ten junior colleges in the distribution of these junior sets.

The institutions were the following:

Bethel Woman's College, Hopkinsville, Kentucky.

Eastern New Mexico Junior College, Portales, New Mexico.

Edinburg Junior College, Edinburg, Texas.

Green Mountain Junior College, Poultney, Vermont.

Little Rock Junior College, Little Rock, Arkansas.

Mars Hill College, Mars Hill, North Carolina.

Northern Montana College, Havre, Montana.

John Tarleton Agricultural College, Stephenville, Texas.

Virginia Intermount College, Bristol, Virginia.

Virginia Junior College, Virginia, Minnesota.

The selection was based largely on the work of the Advisory Group on Junior College Libraries in that only colleges which received library grants were seriously considered in this distribution of music sets. Mr. Foster Mohrhardt, who directed the Central Library Purchasing Office in Ann Arbor, also advised the Carnegie Corporation as to interest in the arts indicated by book orders from the junior colleges. The Committee on Allocations also considered the use which the colleges proposed to make of the material, their facilities for housing it, and their geographic location.

It is probable that additional funds will be voted for music sets during the current year and that a few junior colleges will be included in the distribution.

Each set costs the Carnegie Corporation approximately \$1500 and includes:

An electric phonograph of special two-cabinet design for use in small rooms and auditoriums,

Six hundred and twenty phonograph records, selected as an anthology of recorded music, ancient and modern,

A walnut cabinet with fifty-four buckram albums in which to keep the records,

A four-drawer cabinet containing printed card indexes of all the records in the set, classified by composer, title, medium and form,

A set of Grove's Dictionary of *Music*

and *Musicians*, standard edition in six volumes.

MODERN TRENDS*

Devising the curriculum for a terminal course is a different process from that of planning the regular academic program of studies. The normal academic objectives—such as general information, appreciation of our cultural heritage and good citizenship—we may hope for as the by-product of vocational education, but the primary object of a semi-professional curriculum is to train for skill in a particular field.

Two years of junior college work in the liberal arts may be considered as a terminus of general education, but in this paper I do not wish to be concerned with terminal cultural courses. I wish to discuss, solely, the process of devising terminal courses which have as their objective the training of an individual to perform a specific task—be it called vocation, semi-profession or profession.

A number of courses may be offered with effectiveness on the semi-professional level: a medical secretarial curriculum, a general business curriculum, an engineering technician's curriculum, a merchandising curriculum, a fashion career curriculum, and a recreational leader's curriculum, for instance.

Shift in Occupations

The need for training in these fields constantly increases with the rapid change in our industrial economy. A recent article on guidance pointed out

* Under the heading, "Modern Trends in Education: Planning a Semi-Professional Course," Byron S. Hollinshead, President of Scranton-Keystone Junior College, Pennsylvania, had an article in the Sunday *New York Herald Tribune* for March 13, 1938. The editors of the *Herald Tribune* have kindly permitted the *Junior College Journal* to reprint this significant statement in full.

that our grandfathers in about 80 per cent of the cases followed the same vocations or professions their fathers had followed. Our fathers, in about 40 per cent of the cases, followed the professions or vocations of our grandfathers, but the present generation, in only about 11 per cent of the cases, follows the vocation or profession of the father. If this is true, and it seems reasonable, then education must take cognizance of a vast shift in occupational possibilities.

The field for placement of graduates of these courses is large. I am told that every professional engineer needs two or three intelligent assistants if he is to work effectively. Certainly almost every doctor needs at least one competent assistant. The field in business for young men and women on the semi-executive level is quite promising. In the past we have had fairly adequate training for the manual vocations and exceptionally good training for the so-called learned professions, but we have never developed adequate techniques for training on the semi-professional level.

Having defined our field, the question of how to train successfully for this level of employment, immediately arises. Here, I believe, education has a great deal to learn. We have, at least to some extent, ensconced ourselves behind ivy walls and in this cloistered atmosphere have devised our educational programs based on what we thought the student should know.

Need for Consultation

Although we may be able, within our own educational group, to devise a reasonably effective course of study to carry out the objectives of such a program as the liberal arts curriculum, certainly we need to go outside our own walls for advice and help if we wish to do an effective job with vocational education. In devising a terminal course, we must have

the assistance of a group of successful practitioners in the field for which the college proposes to train.

First, there must be an expressed need, on the part of some professional group, for workers trained in a certain way. For purposes of illustration, let us suppose one or more doctors have expressed a need for specially trained secretaries.

Let us assume the need is real and that the junior college in question has or can get proper facilities for such training. What should be the procedure once the need has been expressed? The first definite step is to have a committee of doctors appointed, not by the college, but by the doctor or doctors who have originally expressed the desire for trained assistants.

Committee's Function

Let this committee meet to determine whether the field is sufficiently large to justify giving the course. Let them decide what preparation, other than actual experience, is needed for a good medical secretary. Find out whether the members of this committee will themselves give employment to the prospective graduates.

If the group is enthusiastic, a sub-committee should be appointed to list the abilities and qualifications an ideal medical secretary should possess. When we set up our medical secretarial course at Scranton-Keystone, I found the doctors' committee listed the following qualifications, among others, as essential for a good secretary: She must be able to take careful and complete case histories; she must be sufficiently rapid with shorthand to take dictation and must be able to do a neat job of typing; she must understand the preparation of instrument trays for routine procedures; she must be diplomatic and tactful; she must have sufficient knowledge of book-keeping to get out statements and pre-

pare income-tax blanks; she must be able to handle routine urinalysis and blood counts, and she must understand the importance of medical ethics.

After the qualifications desired have been set up, the physicians' committee should meet with the instructors from the college who are to give the course and a frank and detailed discussion of the kind of training desired should take place.

Then, and only then, has the time arrived to consider the actual curriculum-making. After a tentative curriculum has been fashioned by the educational group, there should be another meeting between the educators involved and the lay or doctors' group.

When the curriculum is in definite form, arrangements should be made for constant testing. This can be done in two ways: By arranging to have students put in time during vacations and summers in a hospital or doctor's office, and by following the work of the student after graduation.

Adequate testing means that the committee drawn from successful practitioners must continue to function and that the relationship between this group and the teaching staff constantly must be close. This can be accomplished both by having the students visit and have practice-employment in offices and hospitals, and by having successful practitioners frequently give addresses and demonstrations to the students.

We have found that this close co-operation with successful practitioners has several splendid results: First, the student knows what will be expected of her, and she corrects her faults much more quickly when she sees the importance of such correction. Wise guidance is provided by the professional group. Guidance and knowledge of what is expected, makes placement relatively easy.

In summary, the procedure for setting up a terminal course might be outlined briefly as follows:

1. A need for assistants must be expressed by a professional group.
2. A committee of this professional group should be appointed.
3. The professional group should set up the qualifications which a successful student should have.
4. Meetings should be arranged between the professional group and the teaching faculty.
5. The curriculum should be drawn up by the educational group in the light of specifications outlined by the professional group.
6. The curriculum should be constantly tested by practice employment and by checking the work of graduates who have been placed.
7. The curriculum should be revised constantly, as changes in the profession occur and as modifications are suggested by the experience of graduates.

Although I have used only one type of terminal course—the medical secretarial—for purposes of illustration, the method to be employed for devising the curriculum of any terminal program would, of course, be essentially the same. For an engineering technicians' program, for example, we have been greatly benefited by consultation with a committee of practicing engineers. For a general business program a committee of business men in several lines has been used. The method has proved useful in all of these cases.

I am sure that working men are solidly in favor of the junior college movement. Particularly would they like to see it expand in the directions of vocational and adult education.—L. O. PALMER, Secretary, Central Trades and Labor Council, Vancouver, Washington.

From the Secretary's Desk

GRAND RAPIDS MEETING

Several innovations are in prospect for the Grand Rapids meeting of the American Association of Junior Colleges which will be held March 2-4, 1939. In the first place the meeting is to cover three days instead of two, as in former years, to permit more time for a variety of presentations and for more personal and small group conferences. By vote of the Executive Committee a presidential address by Dr. Ricciardi is to be a feature of the opening session. One session will be devoted to a symposium, "Future Policies and Prospects of the Association" participated in, as far as possible, by all past presidents of the Association. Another session will consider "Semi-Professional Courses in the Junior College: Evaluations, Techniques, Prospects." An outstanding national leader will give the address at the annual banquet.

Prospects are for the largest attendance ever known at this meeting, not only from junior colleges in all parts of the country but especially from Michigan. In Michigan all of the public junior colleges in the state have already decided to close for one day so that faculty members may attend the Friday and Saturday sessions. Arthur Andrews, President of Grand Rapids Junior College, is chairman of the local committee on arrangements.

A letter giving further details of travel plans, hotel reservations, and other details has been sent to the heads of all junior colleges in the country. The tentative program will be published in the January issue of the *Junior College Journal*.

A TARDY CORRECTION

Dr. D. S. Campbell, former secretary, has received the following letter, dated October 14, from Vernon E. Anderson, dean of Worthington Junior College, Minnesota:

I note that in your directory of junior colleges for 1938 published in the *Junior College Journal* for January 1938 that you have listed the Worthington Junior College incorrectly. When I received your questionnaire last fall, I returned it to you immediately with the correct information. Our college is accredited by both the state department and the University. You had listed T. C. Parr as the presiding officer. I would be interested in receiving an explanation for this error and a possible rectification in the *Journal*.

We join with Secretary Campbell in regretting the unfortunate error and are glad to make this tardy correction of it.

GODDARD COLLEGE CONFERENCE

The Executive Secretary has accepted an invitation to participate in a conference sponsored by Goddard College, Vermont, to be held January 13 and 14, 1939. It is planned that a group of about 35 educators will engage in a round table discussion, without prepared speeches, designed to bring out guiding principles for a twentieth century program of "education for living," as appropriate for a junior college. The discussion group will include men and women representing the points of view of the university, the college, the junior college, the secondary school, and adult education. Invitations will be extended to other educators in the vicinity of Vermont to listen to the discussions.

Judging the New Books

HOWARD M. BELL, *Youth Tell Their Story: A Study of the Conditions and Attitudes of Young People in Maryland Between the Ages of 16 and 24*. American Council on Education, Washington. 1938. 273 pages.

This is a popularly presented report of an exceedingly significant study by the American Youth Commission. It is based upon personal interviews on the part of 35 trained interviewers with 13,528 young people in the state of Maryland in an effort to find their fundamental problems and their prevailing attitudes toward them. Unusual care was taken to secure a representative sample of all the youth in the state and to assure the reliability of the data which were collected. Although limited to Maryland the implications of the study are nationwide for ample evidence is presented to show that the findings are not unique to the young people of Maryland. The investigation brings into sharp relief many urgent social problems which must be faced. Many of these concern young people of the typical junior college age. Junior college administrators and guidance officers especially, as well as subject-matter instructors, cannot afford to be ignorant of the facts so clearly and convincingly set forth concerning youth and the home, youth and the school, youth at work, youth at play, youth and the church, and the attitudes of youth. Essential data are presented in compact summary tables and by vivid pictorial graphs—far different from the conventional method of presentation of the typical extensive research study. A few conclusions from the chapter on "Youth and the School" are quoted:

"All this adds up to the desirability of society's taking a hand in the development of a national program of constructive and profitable activity for its youth. In such a program, the schools can make a much larger contribution than they are now making. Before they can be expected to exert their maximum influence, steps should be taken to insure a more genuine equality of educational opportunity. . . . The steps suggested would result in a larger number of youth remaining in school for longer periods and their ultimate effects would, in all probability, be the elevation of the national educational level and a reduction of employment." The significance of the junior college as one element in the suggested program is evident.

WALTER C. VARNUM, *Psychology in Everyday Life*. McGraw-Hill Book Company, New York. 1938. 444 pages.

The author is instructor in psychology in Los Angeles Junior (now City) College. His book has been developed in the junior college classroom and tried out by him and other instructors in mimeographed form prior to publication. It is an attempt to meet the increasing demand for the nonprofessional students of psychology. Particularly in the junior college it is probable that the vast majority of students who take elementary psychology never go on to advanced work. To meet the needs of such students this book strives for two objectives, to stress the practical and non-technical phases of the subject and at the same time to keep in mind that it is

a textbook and as such should be a source of essential factual material. Free use of illustrations is made with a large number of interesting and significant full-page halftones. The book is designed for a three-hour course for a semester of which one hour a week is given to motion pictures, lantern slides, and the demonstrations of actual psychological experiments such as are suggested by the photographs in the text. A true-false test is given in connection with each chapter of the text.

The junior college student who masters this volume will have a sound knowledge of many fundamental psychological facts and principles which should prove useful to him and possibly may stimulate him in many cases to do further reading or study in the field for himself.

PAUL McCORKLE, *Survey of Physical Science for College Students*. P. Blakiston's Son and Company, Philadelphia. 1938. 471 pages.

In any large group of students who are beginning their junior college work there will be found three types: students who have had little or no science in preparatory schools and who do not intend to pursue intensive work in the scientific field; students who plan to specialize in science; and students who are potential science teachers in secondary schools. To present vital facts in science to a group of such varied interests is difficult. In this text an effort is made to provide material which is of distinct value to each of these groups, yet material so chosen that there will be little duplication for students who later take the standard courses in chemistry, physics, geology, and astronomy. The experimental exercises at the end of each chapter are suitable either for classroom demonstration or for individual labora-

tory work as preferred. In them, simplicity both in experiment and in technique is a characterizing feature. Although intended primarily for a year course, the omission of seven chapters as suggested makes it suitable for a semester course. In choosing the topics for inclusion in the text the test in each case has been whether a topic is frequently discussed in popular scientific articles in magazines and newspapers. Paragraphs, therefore, are found on such subjects as polaroid, color photography, infrared films, and television. An appendix suggests sources for films, displays, and other visual aid materials.

CORNELIUS C. JANZEN and ORLANDO W. STEPHENSON, *Everyday Economics: A Study of Practices and Principles*. Silver Burdett Company, New York. 1938. 530 pages.

This is an extensive revision of the book, designed especially for high school use, first published in 1931. Much of it has been rewritten. Consumer economics, co-operatives, installment buying, insurance, housing, and social security all receive increased emphasis. More than ever this new edition brings economics home to students and shows its relationship to their own lives. Numerous and varied teaching aids are provided, not only at the end of each chapter, but in the form of a supplementary work book, "*Everyday Problems in Economics*" (158 pages).

HENRY D. RINSLAND, *Constructing Tests and Grading in Elementary and High School Subjects*. Prentice-Hall, New York. 1937.

Although designed primarily for elementary and high school teachers this book has much that is of decided value to the junior college instructor anxious to improve his testing and grading meth-

ods in college classes. The numerous concrete rules and suggestions for construction of the different types of test items, each illustrated by numerous examples of "poor" and "better" applications should prove particularly helpful, even if one may have some doubt concerning the author's claim that by following them the teacher "will be able to build tests that are as reliable as, or, in many cases, more reliable than, many published standardized tests." The discussion of improving marks and grading systems is stimulating and helpful even though a careful reader may not necessarily accept every statement without qualification, for example the assertion that the measurement of seven degrees of ability or achievement are impractical, or that the percentages of cases for five subdivisions under the normal curve "when calculated by calculus" are 6, 22, 44, 22, 6 without stating or even suggesting the assumptions on which this division is based. The division given later of 7, 24, 38, 24, 7 is exactly as true "when calculated by calculus" on a different fundamental assumption.

RUSSELL THOMAS (Editor), *Plays and the Theater*. Little, Brown and Co., Boston. 1937. 729 pages.

The plays in this volume range in time from Sophocles' *Antigone* to Eugene O'Neill's *In the Zone*. They were selected in an effort to fulfill three aims: to provide plays which young students would enjoy reading and acting; to present plays which fairly represent the best dramatic achievements of practically all important periods in the history of the theater; and to show the student that the stuff of which drama is made has been fundamentally the same in all ages. To achieve these aims with a selection of only a dozen plays is no easy

task, but the author's choice certainly goes far toward accomplishing it. In addition all have been extremely successful on the stage. A half dozen chapters, scattered throughout the volume, give enough of the history of the theatre to acquaint the student with its distinguishing characteristics during each period of its development and to serve as a suitable introduction for the plays illustrative of these periods.

LAWRENCE H. CONRAD, *Teaching Creative Writing*. Appleton-Century Company, New York. 1937. 142 pages.

In 1932 the Progressive Education Association appointed a Commission on Secondary School Curriculum. This Commission has organized conference groups of specialists in subject matter and other experts in the field of education. Each of these groups has had the responsibility of examining and formulating the function and purpose of one field of education and of recommending appropriate modifications in subject matter and in teaching techniques. The present volume is the first completed study to be published by one of these groups. It was first issued in mimeographed form in an edition of 150 copies for criticism by a selected group of teachers, administrators, and professors. Part I is devoted to the principles of creative writing, Part II to an analysis of student writing, both verse and prose. A selected bibliography makes the book more useful for teachers who wish to go further into the subject. Junior college English teachers will find it a suggestive and stimulating treatment.

FOREST RAY MOULTON (Editor), *The World and Man as Science Sees Them*. University of Chicago Press, Chicago. 1937. 532 pages.

The many junior college instructors

of survey courses in science who used *The Nature of the World and of Man* published by the University of Chicago in 1926 will welcome this successor to that volume. It is much more than a revision, however, although it has profited by a decade's experience with the earlier book. Authoritative, up-to-date, written by thirteen eminent scientists of the University of Chicago, it covers the remarkable advances made in the physical and biological sciences during the last decade. Although of composite authorship, the contents were carefully planned in a series of conferences so that the result is a work of more unity than is often the case in symposia. Many illustrations are found, especially line drawings. The book lacks questions, suggestions for experiments, or similar teaching aids at the close of any of the eleven chapters, but at the end of the volume is a very brief list of books recommended for further reading.

J. B. JOHNSTON, *Scholarship and Democracy*. Appleton-Century Company, New York, 1937. 113 pages.

Based upon a scientific study of the achievements of students throughout four years in the College of Science, Literature, and the Arts, of the University of Minnesota, of which the author is dean, this provocative book attempts to show the significance for the social welfare of present-day educational practices as revealed by an analysis of concrete factual data, and offers specific suggestions for making our educational methods and policies more socially profitable. The values of educational institutions and procedures are measured by their contribution to society. The purpose of education in a democracy should be to train the student to be an efficient individual, capable of enriching and strengthening society by his efforts. In our present system of education this

purpose is defeated by the lack of effective guidance activities in the secondary schools, which results in the admission to our colleges of great numbers of youth who are unsuited to college education. How to prevent this waste of social resources at the collegiate level of education and thereby increase the efficiency of our institutions of higher learning is the vitally important question which this stimulating discussion attempts to answer.

The Structure and Administration of Education in American Democracy. Educational Policies Commission, Washington, D.C. 1938. 128 pages.

A forthright statement on certain major and immediate questions of administrative policy, including such matters as the articulation of various units in the public school system, the relation of public to private schools, the participation of teachers in the formulation of educational policy, and the relationship among local, state, and federal agencies in the control of education.

ROBERT W. FREDERICK, *How to Study Handbook*. Appleton-Century Co., New York, 1938. 442 pages.

This little handbook is unusually concrete, specific, and helpful. It should be particularly useful for junior college orientation courses or how to study courses as well as for individual use. Some of the topics on which excellent suggestions and advice are given are the following: how to read the printed page, table of contents, index, graphs, cartoons, tables, maps, newspapers; how to read by skimming; how to listen, how to experiment, how to use the library, how to prepare and make talks, how to make notes, how to work on committees, how to memorize, how to organize, how to outline, how to make judgments, and how to concentrate.

Bibliography on Junior Colleges*

3371. ROHRBOUGH, G. I., *Monticello Bulletin: A Record of Events at the One Hundredth Anniversary Celebration Held in May, 1938*, Godfrey, Illinois, September 1938, 44 pages.
Includes considerable historical matter; addresses by Ruth Bryan Rohde, George I. Rohrbough, Charles W. Gilkey, Mary E. Woolly; lists of delegates and alumni; and messages of congratulations.
3372. SCHMIDT, AUSTIN G., "Conduct Curriculum at Stephens College," *Loyola Educational Digest*, No. 2856 (May 1938).
Digest of article by W. P. Shofstall in *Junior College Journal*, 8:181-87 (January 1938).
3373. SCHMIDT, AUSTIN G., "Criticism of General Education," *Loyola Educational Digest*, No. 2858 (May 1938).
Digest of article by B. L. Johnson in *Journal of Higher Education*, 9:71-76 (February 1938). See No. 3361.
3374. SCHMIDT, AUSTIN G., "Pasadena Plan for Eight-year Secondary School," *Loyola Educational Digest*, No. 2851 (May 1938).
Digest of article by John A. Sexson in *Bulletin of the Department of Secondary School Principals*, 22:1-11 (February 1938). See No. 3378.
3375. SCHOOL AND SOCIETY, "The Hershey Junior College," *School and Society*, 47:822-823 (June 25, 1938).
An account of the opening of the new junior college given by M. S. Hershey to the community of Hershey, Pennsylvania.
3376. SEARS, JESSE B., *City School Administrative Controls*, McGraw-Hill Book Company, New York, 1938, 281 pages.
In this "analysis of the nature, placement, and flow of authority and responsibility in the management of a city school system," specific consideration is given to the problems of a public junior college as part of a city school system, particularly as regards type of organization, plant, and staff. (pp. 99, 103, 106, 123)
3377. SEAY, MAURICE F., "Current Research in Higher Education," *School and Society*, 48:119-122 (July 23, 1938).
Contains extensive quotations from three articles published in earlier issues of *School and Society* by W. C. Eells and J. S. Allen on growth of the junior college, and junior college costs. See Nos. 3154, 3158, 3186.
3378. SEXSON, JOHN A., "A New Type of Secondary School," *Bulletin of the Department of Secondary Principals*, 22:1-11 (February 1938).
A discussion of the 6-4-4 plan at Pasadena, the advantages of the plan, and its underlying philosophy, by the Superintendent of the Pasadena system.
3379. SMITH, HENRY L., and O'DELL, EDGAR A., *Bibliography of School Surveys and of References on School Surveys* (*Bulletin of the School of Education of Indiana University*, Vol. 14, No. 3), Bloomington, Indiana, June 1938, 144 pages.
A supplement to the earlier bulletin with same title published in 1931. Includes references from 1931 through

* This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells (United States Office of Education Bulletin [1930], No. 2), which contained the first 1600 titles of this numbered sequence. Assistance is requested from authors of publications which should be included.

1937. The earlier bulletin listed 1757 "surveys" and 832 "references on surveys." The present bulletin, using continuous numbering carries the surveys on to No. 3032 and the references to 1325. Almost 40 deal with junior colleges.

3380. STEVENS, EDWIN B., "Relation of Unaccredited Institutions Such as New Junior Colleges and the WPA College Correspondence Project to the Accredited Institutions of the Northwest Association," in *Transactions of the Northwest Association of Secondary and Higher Institutions*, Spokane, 1938, pp. 29-36.

"We now have seven junior colleges and a number of would-be college situations. Cities and religious orders becoming college conscious seek information at the University. Government agencies seeking to assist teachers and to furnish aid for students unable to leave home for financial reasons turn to the public schools for sponsorship. These newer institutions should first make good in their own state before seeking regional accreditation."

3381. STOCKARD, ORPHA, "Cottey News," *P.E.O. Record*, 50:23-24 (July 1938).

Report of Commencement and sixteen pictures of students and student activities.

3382. STOCKARD, ORPHA, "An Ideal for the College Girl," *P.E.O. Record*, 50:15-16 (September, 1938).

Discusses reasons for going to college and the publicity plans of Cottey College.

3383. TYLER, HARRY E., "I Like the Junior College," *Journal of the National Education Association*, 27:142 (May 1938).

"The California public junior college opens its doors to all high school graduates, and for that reason is a laboratory for the political and social leadership of tomorrow. . . . I am glad to be connected with the public junior college because it is such a young institution, not hampered by age-old traditions. Here we are free to try new

things. . . . There is no finer opportunity than that offered by America's newest educational segment, the public junior college. It is the personification of American democracy. I like the junior college!"

3384. VICK, CLAUDE E., "Illinois Public Junior Colleges," *Educational Press Bulletin* (Illinois State Department of Public Instruction), 29:14-17 (September 1938).

Suggestions for conditions which should govern establishment of new public junior colleges in Illinois under the new law passed at the last session of the Legislature.

3385. WATSON, GOODWIN B. (Chairman), and STONE, CALVIN P., "The Teaching of Psychology in Junior Colleges," *Psychological Bulletin*, 34:674-82 (November 1937).

A committee report to the American Psychological Association. Based upon questionnaire returns from 145 junior colleges enrolling 200 students or more, and a briefer form sent to all junior colleges listed in the 1936 Directory. For a further summary see *Junior College Journal*, for January 1939.

3386. WELDON, GEORGE P., "Agricultural Research in the Junior College," *California Journal of Secondary Education*, 13:15-17 (January 1938).

Description of work accomplished since 1919 in various phases of improvement of the citrus fruit industry.

3387. WORKS, GEORGE A., "Arguments in Favor of Granting a Bachelor's Degree at the End of the Junior College Period," *Journal of Higher Education*, 9:107-8 (February 1938).

Extracts from his address at the Chicago Conference on Higher Education. See No. 3292.

3388. BOEHM, HENRY J., "Commercial Curriculum in the Junior College," *Texas Outlook*, 22:64 (September 1938).

A plea, supported by considerable data, for more extensive commercial work in junior colleges and for recognition of it by the universities. "In a survey made in nine towns of Southwest Texas ranging from 2000 to 6000 in population within a fifty mile radius of Blinn College, it was found that 67 per cent of the high school seniors (1937-38), who are planning to attend college, are interested in business administration. I realize that this survey was not very large, but it includes the high schools from which Blinn College receives 95 per cent of its students. More than likely, it is typical for the entire state. Why don't the junior colleges provide a curriculum to meet the demands of the high school seniors?"

3389. COOK, KATHERINE M., "The Canal Zone and Its Schools," *School Life* 23:345-47 (June 1938).

Includes brief description of the Canal Zone Junior College.

3390. ELLIFF, J. D., *Abstract of Reports on Schools Visited by Mr. Elliff*, Vol. II. (In library of University.) February 1932, 92 pages (mimeographed).

A series of reports on a group of Baptist institutions. Includes Colby Junior College, New Hampshire; Ricker Classical Institute, Maine; Rio Grande Junior College, Ohio; and Stephens College, Missouri.

3391. GOLDEN GATE INTERNATIONAL EXPOSITION. *Our Debt to the Pacific: A Bibliography for High Schools and Junior Colleges*, Department of the Pacific Area, Golden Gate International Exposition, San Francisco, California, 1938, 30 pages.

"The first of a series offered jointly by the administration of Pacific House and by the American Council of the Institute of Pacific Relations to suggest readings within this general subject field." Many references on race and migration, industries, design, architecture, flora, fauna, history, trade, literature, music, and science.

3392. HENRY, NELSON B., and LANGE PAUL W., "Structural Organization," *Review of Educational Re-*

search, 7:366-71, 422-25 (October 1937).

A review of the literature from 1934 to 1937 on trends in school organization, including the junior college.

3393. HILL, CLYDE M., "Youth Demands New Junior Colleges," *North Central Association Quarterly*, 13:237-46 (October 1938).

An address before the North Central Association. A plea for junior colleges with emphasis on vocational and cultural training. Outlines possible plan of 40 junior colleges, both publicly and privately controlled, for New England with an enrollment of 12,000 students. Advises rural locations. "It would be difficult to exaggerate the general social value of an experience for a large percentage of American youth who would thus bring work, and vocational training, and general culture together."

3394. HILL, MERTON E., "The Future of the Public Junior College," *Sierra Educational News*, 34:10, 47 (October 1938).

Duplicate of one chapter of the author's *The Functioning of the California Public Junior College*. See No. 3360.

3395. HOSEA, HAROLD R. (Editor), *Index of Research Projects*, Vol. I, Works Progress Administration, Washington, D.C., 1938, 231 pages.

An annotated list of 2635 projects including 395 in the field of education. Of these, five refer to junior college studies, 2260, 2264, 2339, 2394, and 2497.

3396. HURD, A. W., "What is Junior College Science?" *School Review*, 46:634-35 (October 1938).

A review of Eckels, Shaver, and Howard's *Our Physical World: An Interpretation of the Physical Sciences*.

3397. JEFFERS, HENRY W. (President), *Ninth Annual Report of the New Jersey State Board of Regents to the Legislature of the State of New Jersey*, Trenton, New Jersey, 1938, 35 pages.

Contains comprehensive discussion of the junior college movement and recommendations for various types of junior colleges for the state of New Jersey.

3398. JENSEN, FRANK A., "One Roof to Top It All," *Nations Schools*, 22:40-44 (August 1938).

Description, with pictures and floor plans, of the new plant of the La Salle-Peru-Oglesby Junior College, Illinois.

3399. JOHN, WALTON C., *Higher Education, 1930-1936* (Chapter III of Volume I of the Biennial Survey of Education in the United States: 1934-36, U. S. Office of Education Bulletin, 1937, No. 2, advance pages), Washington, D.C., 1938, 92 pages.

Contains discussion of emergency colleges (p. 11), and a section on the junior college (pp. 38-39). "Among higher institutions of learning in this country, the junior colleges are reaching a position of increasing importance. . . . The terminal function of the junior college is of great importance especially in the case of publicly controlled schools."

3400. JOHNSON, F. W., "The Expanding High School and the Four-Year College," *New England Association of Colleges and Secondary Schools, Proceedings*, 44th Annual Meeting, Boston, 1929.

An address before the Association, discussing the "present tendency of secondary education and the place of the junior college in the scheme."

3401. KEFAUVER, GRAYSON N. and HAAN, AUBREY E., "Selected References on the Organization of Secondary Education," *School Review*, 46:623-26 (October 1938).

Includes one section on the "Junior College" and several references in other sections.

3402. KOOS, LEONARD V., "A Quarter Century with the Junior College," *Journal of Higher Education*, 9:1-6 (January 1938).

A review of the history, increasing importance, and current trends and purposes of the junior college.

3403. LINDSAY, DOROTHY N., "Newspapers and the Bible as Supplementary Reading Material," *Modern Language Journal*, 23:13-15 (October 1938).

Based upon the author's practice in teaching modern foreign languages at McCook Junior College, Nebraska. "Weekly clippings from foreign-language newspapers, on which individual reports are expected, outside of class, have proved successful in developing reading ability, interest, and integration of the foreign language with history courses. Penny copies of St. John and other books of the Bible make good sight-reading and dictation material."

3404. McDONALD, KATHERINE S. and THARP, JAMES B., "Index to Research in Modern Foreign Language Teaching," *Modern Language Journal*, 23:16-40 (October 1938).

Lists and indexes by author, subject, and institution 454 reports of research in modern foreign languages made in 1934, 1935, and 1936. At least 35 of these are reported from junior colleges.

3405. MCNEELY, JOHN H., *Existing Status of Junior College Development in 25 States*, U. S. Office of Education, Washington, D.C., September 1938, 17 pages (mimeographed).

A careful study based upon personal interviews, and examination of legal provisions and official documents of California, Colorado, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Michigan, Minnesota, Montana, Nebraska, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin, and Wyoming.

Information presented includes number of institutions of different types, legal provisions, legal powers, criteria or standards for establishment, and similar facts.